ED 324 394 AA 001 206

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Resources in Education (RIE). Volume 26, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 91
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 324 409 CE 055 843

Grossman, Gary M.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
Credentialing the "New Model" of Apprenticeship Training: Overcoming the Paradox of Implementation.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
PUB DATE- Mar 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Apprenticeships; *Credentials; Educational Needs; Educational Planning; Employer Employee Relationship; Federal Government; *Government Role; *Institutional Cooperation; *Job Training; Postsecondary Education; *Program Development; School Business Relationship; Skilled Occupations; Standards; Trade and Industrial Education; Trainees

A study was conducted to support the Department of Labor's (DOL) efforts to promote an expansion of the apprenticeship training system. The study began with a review of literature that clearly showed the need for attention in the area of establishing credentials to reflect the quality of training experiences, particularly in the work-based format because of its inherent variability of content. In an effort to obtain more recent information about barriers and opportunities in establishing a credentialing process in new and emerging occupations, two data collection efforts were made. The first was a formal survey of 39 representatives of the various constituencies interested in or related to the apprenticeship system. The second type of data collection involved informal discussions with 10 opinion leaders in the employment and training areas. Data from both collection efforts were integrated to define the reactions of the various apprenticeship communities to the prospects for a national work-based training initiative. Possible problems were identified and two strategies were proposed to assist the DOL in overcoming them. The strategies were: (1) work-based training in a demonstration project and (2) a comparative examination of work-based training. (Includes lists of study participants, the questionnaire, and 12 references.) (KC)

ED 324 424 CE 055 876

Maddox, Gaylon; And Others
Paris Independent School District, Tex.; Paris Junior Coll., Tex.
Nursing Process. Nursing: Basic Needs I. Nursing: Basic Needs II. Nursing through the Life Span. Entry into Professional Nursing. A Basic Course Outline (College Freshmen) for Nursing. A Four Year "2+2" Articulated Curriculum for the Occupation of Nursing.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 90
NOTE- 225p.; For related documents, see CE 055 874-877.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; College Freshmen; *Competency Based Education; Course Descriptions; Curriculum Guides; Job Skills; *Nurses; Nurses Aides; *Nursing Education; Two Year Colleges
IDENTIFIERS- 2 plus 2 Articulation Plan

This course outline provides materials for third-year courses in a "2+2" curriculum for the occupation of registered nurse. It is part of a planned and articulated 4-year curriculum that spans the junior and senior years of high school and the freshman and sophomore years of the postsecondary institution. Introductory materials include: the philosophy and conceptual framework of the nursing curriculum; occupational objectives, occupational descriptions, and curriculum outline; and curriculum objectives. Five courses are outlined, each of which consists of a set of objectives, ranging in number from 5 to 14. Each objective has one or more associated competencies. A sheet for each competency details the terminal objective, enabling objectives, teaching methods, references, equipment/supplies, and evaluation methods. Course titles (and representative unit topics) are: (1) Nursing Process (communication, physical assessment, neurological assessment); (2) Nursing: Basic Needs Ia (mobility, rest, pain, safety, surgery, medication; (3) Nursing: Basic Needs Ib medical terminology, anatomy and physiology, infection control and asepsis, personal care skills); (4) Nursing through the Life Span (nursing care of patients of various ages); and (5) Entry into Vocational Practice (health care system, health care facilities). Other contents include: a line drawing of an instructional facility; list of supplies and equipment; 23-item bibliography; student competency profile; matrix of elements essential to the competencies; and procedural plan for verifying mastery of competencies. (YLB)

ED 324 439 CE 055 952

Saguiguit, Gil C., Jr.
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
Higher Agricultural Education and Rural Development in Developing Countries in Asia and the Pacific. Regional Co-operative Programme in Higher Education for Development in Asia and the Pacific.
PUB DATE- 87
NOTE- 115p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adult Education; *Agricultural Education; Community Development; Continuing Education; Developing Nations; *Extension Education; Foreign Countries; Higher Education; Outreach Programs; *Rural Development
IDENTIFIERS- *Asia; *Pacific Region

A study examined the academic, research, and extension programs of selected agricultural institutions in the Asia-Pacific region in order to determine the extent of their involvement and participation in promoting rural development. Questionnaires were mailed to 65 institutions in 16 countries; 28 (43.1 percent) were returned from 10 countries: India, Indonesia, Malaysia, Nepal, Papua New Guinea, the Philippines, Singapore, South Korea, Sri Lanka, and Thailand. Among the findings were these: (1) the majority of institutions were government-supported colleges that offered undergraduate and graduate programs and diploma courses; (2) over half of the institutions started offering and requiring courses in extension education, community development, and rural development before 1980, but only 30 percent had developed instructional materials for extension education; (3) research activities of the institutions covered a total of 187 topics or studies in 9 general areas; (4) the research finding were disseminated through the mass media, trainings, workshops, seminars, and farm demonstrations; and (5) an estimated 200 to 200,000 persons were served by the extension or outreach programs of the surveyed institutions. The document includes nine tables and seven references. The appendix, which forms half the document, offers the questionnaire as well as lists or tables on such topics as: (1) responding institutions; (2) courses offered; (3) instructional materials developed; (4) research projects; (5) training programs; and (6) extension priorities. (CML)

ED 324 454 CE 055 972

Pearce, Diana
National Displaced Homemakers Network, Washington, DC.
The More Things Change...A Status Report on Displaced Homemakers and Single Parents in the 1980s.
PUB DATE- May 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Adults; *Demography; *Displaced Homemakers; *Economic Status; Educational Attainment; Employment Patterns; *Family Environment; Housing; *One Parent Family

This publication presents profiles of displaced homemakers and single parents through analyses from estimates from the Current Population Survey conducted in March 1989. Section 1 on displaced homemakers focuses on three areas. The first part presents a demographic profile of displaced homemakers: their marital status (how they became displaced homemakers), race, and family status (whether they have children). The second part focuses on their economic status, including their employment patterns, educational attainment, and the incidence of poverty and near poverty among displaced homemakers. The third part discusses homeownership rates and living arrangements, particularly the phenomenon of "doubling up" (displaced homemakers who share the housing of relatives and nonrelatives). A fourth part shows distribution by state and region. Section 2 provides the same analyses for single parents as are found in the first three parts of the section on displaced homemakers. Section 3 is a demographic profile of women raising children alone. Thirty charts are included. The report concludes with a section of implications for service providers, for public policy, for nongovernmental income support, and for employers. (YLB)

ED 324 469 CE 055 997

Pomerance, Anita
Center for Literacy, Inc., Philadelphia, PA.
A Collaborative Adult Literacy Training Workshop for Tutors and Students: The Student-Tutor Orientation.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Jun 90
NOTE- 29p.; Project Number 98-0028.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Inservice Teacher Education; *Language Experience Approach; *Literacy Education; *Orientation; Reading Comprehension; *Reading Instruction; Reading Programs; Teaching Methods; *Tutoring; Tutors; *Volunteer Training; Whole Language Approach; Writing Instruction
IDENTIFIERS- 353 Project

A pilot tutor training project, the Student-Tutor Orientation (STO), was designed to meet the need for making whole-language concepts of reading and writing instruction accessible to tutors as well as students through hands-on experience and for establishing a collaborative tutoring relationship in which students share in decision making. Together, tutors and students at a literacy program in a large Northeastern city learned the new concepts and strategies such as the language experience method. Use of materials relating to student goals and interests was emphasized, with instruction on how to make difficult but interesting texts accessible through such strategies as student listening and duet reading. Writing was stressed from the beginning, using invented spelling if necessary. After a year's use, in which 11 STOs were given and 97 tutor-student pairs trained, the approach seems to be superior to the agency's former training methods in several respects. Retention of tutors after training and hours of service surpassed those of a comparable series of the Center for Literacy's training a year ago. Tutors expressed increased confidence, and tutors and students reported more goal-related materials used and more writing done. Staff members requested STOs for their areas, stating that they felt the STOs produced better tutoring. Students were enthusiastic about their progress and their gains in self-esteem. (Author/KC)

ED 324 485 CE 056 022

Pollard, Jim
Northwest Regional Educational Lab., Portland, OR. Technology Program.
Computer Aided Drafting Packages for Secondary Education. Edition 1. Apple II and Macintosh. A MicroSIFT Quarterly Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 29p.; For edition 2, a PC DOS version, see ED 292 988.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Design; *Computer Assisted Instruction; *Computer Software Evaluation; *Computer Software Reviews; Computer Software Selection; *Courseware; *Drafting; Industrial Arts; Microcomputers; Secondary Education; Teacher Attitudes
IDENTIFIERS- Apple II; Apple Macintosh

This report reviews software packages for Apple Macintosh and Apple II computers available to secondary schools to teach computer-aided drafting (CAD). Products for the report were gathered through reviews of CAD periodicals, computers in education periodicals, advertisements, and teacher recommendations. The first section lists the primary considerations in choosing a good CAD system, as agreed upon by teachers: cost, ease of use, ease of setup, and availability of coordinated curriculum materials. The following important features of CAD software are also outlined: dimensioning, display, creating objects, modifying objects, snaps, output, input, and modeling. CAD programs for Macintosh and Apple II series microcomputers are reviewed in separate sections. Each section begins with a brief discussion of advantages and disadvantages of the microcomputer and software available for it. A chart comparing the features of the CAD programs for specific microcomputers follows. Each program description includes publisher name, address, and telephone number; computer name; cost; and a summary of the opinions of the teachers who reviewed the program. Four programs for the Macintosh are reviewed: MacDraft, MGMStation, MiniCAD, and VersaCAD. Four programs for the Apple II are reviewed: MATC-CAD, discoverCAD, CADApple 2D Version 3.5, and Entry Level CADApple. (YLB)

ED 324 500 CE 056 057

Dave, R. H., Ed.; And Others
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Learning Strategies for Post-Literacy and Continuing Education in Kenya, Nigeria, Tanzania and United Kingdom. Outcomes of an International Research Project. UIE Studies on Post-Literacy and Continuing Education 3.
PUB DATE- 85
NOTE- 292p.; Project organized in co-operation with the German Commission for Unesco, Bonn. For other studies in this series, see CE 056 055, ED 268 223, and CE 056 058-060.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Literacy; *Continuing Education; Educational Media; Foreign Countries; *Instructional Materials; *Learning Strategies; Lifelong Learning; *Literacy Education; Teaching Methods
IDENTIFIERS- Kenya; Nigeria; Tanzania; United Kingdom

Many countries have recently launched massive programs to promote nation-wide adult literacy, but while these efforts have been commendable, it has been observed that neo-literates who acquire literacy through such programs have great difficulty in retaining it; hence an urgent need to develop suitable programs of post-literacy and continuing education has been felt. In 1980, Unesco's Institute for Education initiated a major research project designed to respond to this need. The research was carried out within the broad framework of lifelong education, and resulted in the series of case studies of which this volume is a part. It includes the following reports: "The Development of Learning Strategies for Post-Literacy and Continuing Education in Kenya in the Perspective of Lifelong Education" (David Macharia); "Post-Literacy Activities and Continuing Education of Adults in Nigeria" (Charles O. Akinde); "Learning Strategies or Post-Literacy and Continuing education in Tanzania" (Zakayo J. Mpogolo); and "Strategies for Post-Literacy and Continuing Education at the Basic Level in the United Kingdom" (Arthur Stock). Each report includes some or all of the following components: background information on the country and its educational system; an analysis of techniques and learning strategies used; a summary and conclusion; and tables and figures. The United Kingdom (U.K.) report also includes nine specific case studies which are illustrative of post-literacy efforts in general in the U.K. (CML)

ED 324 514 CE 056 094

Imel, Susan; Sandoval, Gloria T.
Ohio State Univ., Columbus. Center on Education and Training for Employment.

Ohio At-Risk Linkage Team Project. A Report on Three State Team Projects. Linkage Survey. Linkage Workshop for Local Teams. Identification of Exemplary Local Linkages.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus.; Ohio State Dept. of Human Services, Columbus.
PUB DATE- Sep 90
NOTE- 240p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Education; *Agency Cooperation; *At Risk Persons; Cooperative Planning; *Human Services; Interviews; Job Training; Program Development; Secondary Education; *State Agencies; *State Departments of Education; Surveys; *Vocational Education; Workshops
IDENTIFIERS- *Ohio

To implement an action plan developed during an institute on building linkages for at-risk youth and adults through vocational technical education, a team of representatives from the Ohio Departments of Education and Human Services undertook three activities. First, a survey was sent to 832 Ohio educators and human services personnel to identify the status of targeted linkages relevant to serving LEAP (Learning, Earning, and Parenting) and JOBS (Job Opportunities and Basic Skills) participants. A total of 417 usable responses were analyzed. Respondents identified exemplary linkages with other programs serving JOBS and LEAP participants, strategies to link programs, barriers to linkages, types of assistance to strengthen networks, and interest in attending an interagency team workshop. Second, an interagency linkage workshop attended by 15 local teams was conducted. Thirteen teams completed action plans. Technical assistance was provided through roundtable discussion, and a resource notebook was distributed. Third, to identify exemplary local linkages, the team collected information through telephone interviews with selected survey respondents and workshop attendees. Responses were synthesized into a list of tips for developing successful linkages. (Appendixes amounting to over half the report include the action plan, survey instrument, workshop materials, linkage teams' action plans, and interview schedules.) (YLB)

ED 324 529 CE 056 120

Surich, Walter L.
The Development and Implementation of a Functional Transition Class Work Study Program at the High School Level.
PUB DATE- Feb 90
NOTE- 59p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Employment Potential; High Schools; Job Skills; *Mild Mental Retardation; On the Job Training; *Program Development; Program Implementation; *Special Education; Student Employment; *Trainers; *Transitional Programs; Vocational Education; Vocational Rehabilitation; Work Experience; *Work Experience Programs

A work study program was developed for five educable and trainable students in a high school transition class. A teacher's aide was trained as a job trainer at the workplace prior to program implementation; ongoing informal discussions at school with the program developer helped with problems that developed. The work study program developed in-class job readiness skills together with on-site work experiences at a community-based work environment to prepare students for productive work in society after graduation. Program success depended on job trainer effectiveness that enhanced student skill acquisition and readiness for post-graduation paid supported employment. Results showed that the targeted transition students performed on the job, developed necessary skills and self-confidence, and provided employers with a reliable, attentive, punctual, and motivated work force. The job trainer, who nurtured on-site student skill development, maintained a viable program. (Twenty-nine references are provided. Appendixes include a sample student attendance record, sample student skill acquisition checklist, a sample parent survey, a sample job trainer competency evaluation, and a sample student employment appraisal.) (YLB)

ED 324 546 CE 056 190

Marsh, D. T.
Further Education Staff Coll., Blagdon (England).
Managing Meetings Effectively: Dealing with Disruptive Individuals. Information Bank Working Paper 2427.
PUB DATE- Nov 87
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Behavior Problems; *Communication Skills; Foreign Countries; *Group Discussion; *Group Dynamics; *Leadership Training; *Meetings
IDENTIFIERS- *Disruptive Behavior

This paper is intended to help leaders of meetings develop a repertoire of responses that they can use to maintain control over meetings when individuals attempt, consciously or unconsciously, to dominate those meetings. The 15 most common forms of disruptive behavior are listed. The next section suggests eight tactics that a meeting leader might use to retain the ability to conduct a productive interchange among members (including seeking cooperation with the disruptive individual for this one meeting, giving him or her a specific job during the meeting, obtaining agreements from other participants not to support the disruptive individual, and structuring the meeting to enable the group to handle the behavior when it occurs as a review of the processes of the meeting). Next, a set of tactical options that are designed to deal with the disruptive behavior at hand rather than with the individual as a person are presented. Five interventions that a meeting leader can use to turn the disruptive situation to the advantage of the group as a whole are then described (including changing some of the meeting's basic ground rules, breaking up the meeting into smaller groups, and structuring the argument between the dominator and one major opponent as a 5-minute debate). The guide concludes with warnings about the dangers of overusing the techniques described and about the implications when disruptive behavior is a regular feature at meetings. (MN)

ED 324 562 CG 022 816

Calvin, Richmond
Child Abuse: A Glossary for Counselors and Teachers.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Child Abuse; Glossaries; Vocabulary

This glossary of child abuse terms is designed to facilitate clarity and understanding about child abuse. It is the objective of this glossary to provide material that will be valuable to those in the helping professions who are confused by conflicting terminology. The list of terms contained in this glossary consists of items found to be most beneficial to graduate students and professional conference participants. Approximately 150 terms are defined. Terms range from terms used with children such as "bad touch," to terms used with police such as "chickenhawk," to terms used with the judicial system such as "best interest of the child," to terms used by counseling professionals such as "apathy-futility syndrome." (ABL)

ED 324 578 CG 022 834

Orange County Public Schools, Orlando, Fla.
The Elementary Developmental Guidance Program: "Curriculum for Small Group Counseling."
PUB DATE- 90
NOTE- 303p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavioral Objectives; Child Development; Child Responsibility; Counseling Techniques; Curriculum Guides; *Developmental Programs; Divorce; Elementary Education; *Elementary School Curriculum; *Group Counseling; Group Guidance; *Guidance Objectives; *Guidance Programs; Health Promotion; Learning Modules; Lesson Plans; Peer Relationship; *School Counseling; Self Esteem; Study Skills
IDENTIFIERS- Orange County Public Schools FL

This comprehensive Elementary Developmental Guidance Program curriculum was developed to facilitate small group counseling for elementary school children. After an introductory overview of small group organizing and counseling considerations at the elementary level, small group counseling materials and exercises are provided at the primary and intermediate levels for the following units: (1) Behavior Control; (2) Communication; (3) Friendship/Peer Relationships; (4) Grief/Loss; (5) Appreciating Cultural Differences; (6) Responsibility (primary only); (7) Self-Esteem; (8) Study Skills (intermediate only); (9) Weight Control (Intermediate only); and (10) Kids and Divorce (both primary and intermediate). Each unit is divided into a series of sessions, with purpose, materials, an introduction, an activity, closure, a summary, and an assignment, and each session description is followed by a variety of handouts. An extensive bibliography of professional resources is appended, along with a directory of service organizations for parents. (TE)

ED 324 593 CG 022 849

Scheer, Judith K.
Germ Smart: Children's Activities in Disease Prevention.
PUB DATE- 90
NOTE- 50p.; For other titles in this series, see CG 022 846-848.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Diseases; *Health Education; *Health Promotion; Instructional Materials; *Prevention; Primary Education; *Young Children

This booklet is part of the "Children's Activity Series," a set of four supplemental teaching resources that promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. Nine activities are included in this booklet to help children be "germ smart" help children in kindergarten through third grade be "germ smart" and understand and remember basic information about disease and disease prevention. Age-appropriate examples and a highly interactive, visual format are used to help students understand what germs are, how the body fights disease and infections, and how one's behaviors can help or hurt the body's immune system. Activities are designed to help children learn how germs spread from person to person and to understand which diseases are easy or hard to "catch." Students will also learn what steps to take to help them stay healthy: for example, getting enough sleep, eating right, washing hands, and other basic good health strategies. (NB)

ED 324 609 CG 022 869

Balding, John
Exeter Univ. (England). School of Education. HEA Schools Health
  Education Unit.
Schoolchildren and Drugs in 1987.
SPONS. AGENCY- Health Education Authority, London (England).
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adolescents; Alcohol Abuse; Drug Abuse; Elementary
  Secondary Education; Foreign Countries; Health Education;
  *Incidence; *Preadolescents; *Substance Abuse
IDENTIFIERS- *United Kingdom

Since 1983 the Health Education Authority Schools Education Unit has been providing a survey service to schools throughout the United Kingdom. The service enables a school to survey the health behavior of boys and girls at different ages. The purpose is to make the planning of programs in Health and Social Education in the schools more realistic. Health behaviors in the areas of substance use, dental care, diet, homework, jobs, leisure, medication, money, physical activity, road use, self-esteem, sharing problems, social activities, smoking, sleeping times, and television habits were examined. The 1987 sample included 18,014 students between the ages of 11 and 16 from 116 schools in England, Scotland, Wales, and Northern Ireland. The 1987 version contained a trial section of "illegal drugs" questions. This monograph presents data from the responses to three newly incorporated drug questions about friends' usage of illegal drugs, reports of being offered illegal drugs, and personal use of the drugs. Six tables present data describing percentages of students who know someone who uses illegal drugs; percentages of student reporting they had been offered drugs; personal use of drugs; incidence of being offered or using cannabis leaf; percentage of 15- and 16-year-olds who had been offered drugs; and exposure to cannabis leaf for 14- and 15-year-olds. (ABL)

ED 324 625 CG 022 887

Brown, Duane; And Others
Association for Counselor Education and Supervision, Washington, D. C.
Handbook of Consultation with Individuals and Small Groups.
PUB DATE- 88
NOTE- 98p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Consultants; *Counselors; *Counselor Training; Higher Education; *Supervision; *Supervisors

This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide for practicing professionals and as a textbook or supplementary material for use in courses or workshops on consultation. Chapter 1 provides an introduction to consultation, defining the term and explaining why consultation is valuable. Chapter 2 outlines basic facilitative skills and focuses on developing the consulting relationship, looking at the pre-relationship, initiating the relationship, structuring the consultation, communication skills, and possible cross-cultural concerns. Chapter 3 concentrates on problem identification and goal setting in consultation. Types of data needed to define the client's problem are discussed and systems for classifying problems are explained. A section on goal setting is followed by a discussion of crisis and consultation. Chapter 4 presents various consultation interventions for use with individuals and groups. Chapter 5 focuses on evaluation of consultation, presenting both extensive and intensive evaluation designs and discussing some useful evaluation instruments. Different issues in consultation are considered in chapter 6, including internal consulting, supervising consultants in training, and the consultant as a private practitioner. Chapter 7 looks at ethical and legal considerations in consultation. References are included. (NB)

ED 324 641 CS 010 260

Arellano-Osuna, Adelina

The Empowering of Teachers with Whole Language Literacy Events: A Latin American Experience.

PUB DATE- Jul 90
NOTE- 17p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Foreign Countries; Inservice Teacher Education; *Reading Instruction; *Reading Processes; *Teacher Attitudes; Teaching Styles; *Whole Language Approach
IDENTIFIERS- Literacy Events; Teacher Empowerment; Venezuela

This study examined teachers' beliefs about how reading takes place and how reading processes develop. Subjects, 25 first-, fourth-, and sixth-grade teachers in five different Venezuelan schools, were administered protocols that consisted of a researcher/teacher conference, classroom observation, and an inventory designed to identify beliefs about how reading takes place and how reading processes develop. Results indicated that teachers were divided into three main groups: (1) two were whole language oriented; (2) three were eclectic oriented; and (3) 20 were "traditional" skill oriented teachers. A series of seminars and workshops was organized to discuss what the whole language approach could offer the teachers for an effective pedagogic practice. Upon completion of the seminars, the "traditional" teachers (and their students) demonstrated that they were comfortable about adopting aspects of the whole language approach in their teaching. (RS)

ED 324 657 CS 010 277

Hussain, Neelam

National Determinants of Literacy: Report on Pakistan.

PUB DATE- Jul 90
NOTE- 6p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; Adult Reading Programs; *Educational Objectives; Foreign Countries; *Illiteracy; *Literacy Education; Program Descriptions
IDENTIFIERS- *Pakistan

Only 26.4% of the 100 millon people living in Pakistan are literate. There are sharp differences between urban and rural literacy rates, literacy rates in the four provinces of Pakistan, and the literacy rates for men and women (with females constituting the largest group of illiterates in the country). Politically there has been a great deal of articulation of the need for educating the masses. However, this has remained a superficial concern. Governmental funding, alone, will not suffice to bring about an appreciable rise in Pakistan's literacy rate. Literacy efforts in the future have to have a social rather than a bureaucratic base in order to succeed. A project which has met with a great deal of success in Pakistan is the Adult Basic Education Society of Gujranwala, established in 1948. The low drop-out rate of this project's students is a result of sensitive planning, monitoring, and administration of literacy programs. (RS)

ED 324 675 CS 212 529

Jeske, Jeff
What's Happening with Invention?
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Expression; Higher Education; Prewriting; *Rhetorical Invention; Rhetorical Theory; Textbook Content; *Textbook Evaluation; Textbooks; Writing Instruction; Writing Processes; Writing Strategies
IDENTIFIERS- Rhetorical Strategies

This study examined 27 current college textbooks on rhetoric and composition to determine the emphasis placed on invention and the organization of invention material. Results revealed that the average percentage of material devoted to invention was 11%, the lowest percentage in an individual text was 1% and the highest was 32%. The standard pattern for the low-percentage text was to discuss invention in a short section at the front of the book, with subsequent sections devoted to concerns of arrangement and style. The higher-percentage texts were not as likely to be dominated by a strict invention/arrangement/style format. A representative pattern in these texts was a general discussion of invention, arrangement, and style in the front of the book, followed by chapters on different types of papers or rhetorical situations, chapters which included a more specific discussion of invention. Results also revealed varied distribution of formal and informal methods for three main categories of invention activity including observation, intuition, and collaboration. Findings suggest that information about invention can help influence pedagogical methods in college writing instruction. (An appendix listing the 27 texts previewed is attached.) (KEH)

ED 324 691 CS 212 547

Wallace, David L.; Hayes, John R.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.

Redefining Revision for Freshmen. Occasional Paper No. 21.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Freshmen; *Error Correction; *Freshman Composition; Higher Education; *Revision (Written Composition); Writing Assignments; Writing Evaluation; Writing Improvement; Writing Skills
IDENTIFIERS- *Task Definition; Writing Contexts

A study investigated the impact of task definition on students' revising strategies to determine whether college freshman writers could revise globally if instructed to do so and if those global revisions would result in improved texts. Data were elicited from 38 students enrolled in two entry-level college writing courses. Participants, randomly assigned into two groups, were asked to revise a text evidencing both global problems such as poor organization and poor adaption to audience concerns and local problems such as errors in spelling, punctuation, diction, and agreement. One group was given eight minutes of instruction on how to revise globally, and the other was simply asked to make the text better. Results revealed that the texts written by students who received the instruction were significantly better in quality and included significantly more global revision. Results also revealed that the improvement affected the treated population generally rather than just a small part of that population. Findings suggest that the change in task definition allowed students to tap revision skills that they already had available. (Two figures of data are included; two appendixes containing the text and directions used for revision are attached.) (KEH)

ED 324 708 CS 507 277

Herring, Roger D.
A Cross-Cultural Review of Nonverbal Communication with an Emphasis on the Native American.

PUB DATE- 85
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *American Indian Culture; *American Indians; Communication Research; *Cross Cultural Studies; Cultural Context; *Intercultural Communication; *Interpersonal Communication; *Nonverbal Communication; North Americans
IDENTIFIERS- *Native Americans

This paper documents the importance of nonverbal behavior and nonverbal communication across cultures, their relevance to interpersonal communication between ethnicities and cultures, and discusses their relevance to Native Americans. It presents a historical survey, a selective review of the literature, an overview of accepted theories of nonverbal behavior and nonverbal communication, and finally, a synthesis of the theoretical bases of the topic as applicable to Native Americans. The paper's sections are as follows: Rationales for Nonverbal Study; Functional Analysis of Nonverbal Behavior; Nonverbal Behavior versus Nonverbal Communication; Basic Issues in Nonverbal Behavior/Nonverbal Communication Research; Selective Historical Outline of Methodological Development; Theoretical Perspectives (which describes five perspectives: a social skills model, arousal models, an equilibrium model, a sequential function model, and communicative models); Cross-Cultural Nonverbal Communication; Native American Implications; and Overall Conclusions. Twenty-nine pages of references are attached, along with a page of errata. (SR)

ED 324 725 CS 507 300

Mester, Cathy Sargent; Tauber, Robert T.
Vocationalizing High School Speech Curricula.
PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Career Development; *Communication Skills; Curriculum Development; High Schools; Instructional Design; *Interpersonal Communication; *Job Skills; Listening Skills; Personnel Evaluation; School Surveys; *Speech Communication; Teacher Workshops; Technical Education; Vocational High Schools
IDENTIFIERS- Dictionary of Occupational Titles

This study was conducted to determine if those involved with vocational-technical students realize the importance of oral communication skills for votech graduates and to determine if those in a position to act on this awareness do so. Data were gathered from votech teachers, craft committee members (tradespersons advising votech school faculty and administration), co-op employers, and senior votech students, all associated with the Erie County Technical School (Pennsylvania). Respondents were asked to compare the relative importance of data, people, and things (categories described in the federal government's "Dictionary of Occupation Titles") by assigning percentages to them or by rating them on a one-to-five scale. Results revealed that the "people" category and oral communication skills were collectively considered as highly important to students' future job success. Results also revealed that votech teachers reported significantly less actual classroom attention to oral communication skills (only 32%) than indicated in their statements of its importance, and home school English teachers devoted only 24% of their time to teaching oral communication. Based on these findings, a workshop was conducted to sensitize home school English teachers to the particular nature of vocational education and the need for more direct teaching of oral communication to prepare students for the work environment. (Two tables of data are included; three appendixes containing surveys for votech and home school teachers and employers are attached.) (KEH)

ED 324 741 EA 022 139

Bolick, Clint
Heritage Foundation, Washington, D.C.
A Primer on Choice in Education: Part I--How Choice Works. The Heritage Foundation Backgrounder No. 760.
PUB DATE- Mar 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; *Competition; *Educational Improvement; Educational Vouchers; Elementary Secondary Education; Home Schooling; *Magnet Schools; *Open Enrollment; *School Choice; Tax Credits; Tuition; Unions
IDENTIFIERS- *New York (East Harlem)

Because Americans are spending increasing sums on education without noticeable improvement in student achievement, school choice is becoming the hottest item on today's reform agenda. Choice must not be limited to the affluent; it is most needed by financially poor parents whose children are trapped in the most inferior schools. The chief opponents of many statewide choice schemes have been the education establishment fighting to protect its monopoly and job security. Since competition among schools boosts student performance, choice will actually restore respect for teaching. Principal school choice options include magnet schools, open enrollment, tuition tax credits, vouchers, and home schooling. The first two options normally confine choice to public schools, whereas tax credits and vouchers extend freedom of choice to private schools. Although business leaders and many governors are strongly backing choice, critics claim that widespread freedom of choice would turn inner-city schools into dumping grounds for the very poor and hard-to-educate. This contention is refuted soundly by the East Harlem (New York) experience. When choice was adopted there, two schools failing to attract students were closed and later reopened with new staff and programs. The Bush administration should take its cue from choice proponents across America who have overcome educational establishment opposition and introduced competition and accountability into the school system. (MLH)

ED 324 757 EA 022 269

Nave, Gary R.
Building a Collaborative Educational Research Center: The Portland Public Schools & Portland State University Experience.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College School Cooperation; *Cooperative Programs; Disadvantaged Youth; Dropout Prevention; Educational Administration; Elementary Secondary Education; Higher Education; *High Risk Students; Instructional Improvement; *Research Needs; Teacher Effectiveness; *Urban Schools
IDENTIFIERS- *Center for Urban Research in Education OR; *Portland School District OR

The Center for Urban Research in Education (CURE), jointly conceived by the Portland (Oregon) Public Schools and Portland State University, was established in 1987 by the Oregon State Legislature to explore solutions to the educational problems of at-risk student populations, especially those in urban settings. This paper shares the results of CURE's first 3 years in the hope of inspiring other universities and school districts to collaborate on similar programs. CURE's most important guiding principles are that all students can learn, that school-university collaboration is essential to solve complex educational problems, and that teachers, principals, students, parents, and communities are vital to this research effort. CURE's current research agenda includes three program areas critical to the success of high risk students: dropout prevention, effective instructional practices, and effective school leadership. Specific projects within each of these categories are described at length. CURE's first 2 years were marked by a number of priorities: (1) developing an effective organization capable of conducting and disseminating research; (2) identifying a research program responsive to at-risk students' needs; and (3) building the necessary collaborative networks to ensure a relevant and useful program. (10 references) (MLH)

ED 324 772 EA 022 295

Begley, Paul T.; Cousins, J. Bradley

The Pre-Service Preparation of School Administrators: A Description and Assessment of the OISE Program.

PUB DATE- Jun 90

NOTE- 67p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Victoria, British Columbia, Canada, June 3-6, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; Administrator Guides; Administrator Role; Certification; Educational Administration; Elementary Secondary Education; Foreign Countries; Leadership; Management Development; Principals; Prior Learning; Program Effectiveness; Program Evaluation; *School Administration; Staff Development

IDENTIFIERS- *Ontario Institute for Studies in Education

Issues in preservice preparation of Canadian school administrators, with a focus on the effectiveness of a principal certification course implemented by the Ontario Institute for Studies in Education (OISE), are described. A review of current preservice practices in Canada concludes that traditional programs are issues oriented and lack conceptual frameworks and a clear conception of the school administrator role. An evaluation of the OISE program based on experience and extensive course evaluation data attributes success to outcome-oriented delivery strategies that meet participants' needs, encourage reflection and clarify the administrator role. Nine recommendations based on principles of effective preservice delivery practice advocating a "research-driven" approach are offered. Appendices contain the course syllabus and evaluation. (26 references) (LMI)

ED 324 789 EA 022 318

Watras, Joseph

Religious Leaders, Religious Schools, and the Desegregation of Dayton City Schools (1969-1979).

PUB DATE- 89

NOTE- 17p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- Boards of Education; Busing; *Clergy; Community Leaders; Community Problems; Court Litigation; Elementary Secondary Education; Federal Courts; *Politics of Education; *Racial Integration; Racially Balanced Schools; Religion; School Community Relationship; *School Desegregation

IDENTIFIERS- *Dayton Public Schools

The role of clergy in the successful desegregation of Dayton Schools from 1969-79 is described. Prior to a 1976 federal court order to begin busing, the clergy were unable to agree on desegregation issues. However, during the second phase of the controversy, they publicly endorsed peaceful implementation of busing. A conclusion is that the clergy failed to take a strong stand for desegregation in the early years, but later urged peaceful compliance with the law. Although they were instrumental in maintaining order, they failed to take an active role in creating a racially integrated community. The discussion illustrates the complexities of reaching community consensus when moral questions are defined as political issues. (41 references) (LMI)

ED 324 805 EA 022 338

Barrett, Thomas C.
American Association of School Administrators, Arlington, Va.
What To Do If...: A Guide for Parents of Teenagers.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adolescents; *Behavior Patterns; Competition;
  Conformity; Coping; Depression (Psychology); Divorce; *Parent
  Child Relationship; *Parent Responsibility; Secondary Education;
  Sexuality; Stress Management; *Stress Variables; Substance Abuse;
  *Youth Problems

Parenting and growing up are both becoming increasingly difficult. Today's teenagers are faced with pressures new to this era, such as AIDS and easy drug availability. Other consequences of our technical, fast-changing society are manifested in increasing competition, conformity, and divorce. Characteristics of a normal, well-adjusted adolescent include the ability to care for others, handle stress, think logically, and enjoy life; a desire to succeed; and a general feeling of good physical health. Behaviors to watch out for include dramatic mood swings, self-isolation, a change in friends or habits, school problems, and depression. Major threats to teens can arise from stresses in the home (divorce, parents' substance abuse, family rules, and abusive behaviors); premature sexual activity; drug and alcohol abuse; eating disorders; and suicidal depression. Parents can help by keeping communication lines open, avoiding judgmental behavior, knowing when to seek help, and selecting a good counselor. Parents are further advised to spend time with their children before they become teenagers, develop relationships with parents who also have teenagers, monitor what's happening, and express their own values directly and clearly. Directory information for national hotlines concerning AIDS, substance abuse, dropouts, delinquency, runaways, and suicide are provided. (11 references) (MLH)

ED 324 822 EA 022 371

Association of School Business Officials International, Reston, VA.;
National Safety Council, Chicago, Ill.
School Safety Handbook. Revised.
PUB DATE- 86
NOTE- 147p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Accident Prevention; Elementary Secondary Education; *Fire Protection; *Safety Education; *School Business Officials; *School Safety; *Traffic Safety

The revised edition of this handbook represents a concerted effort to bring school safety to the forefront of business managers' daily and long-range planning activities. Although statistics show few fatalities on school grounds, schools appear to have a high frequency and incident rate of nonfatal injuries. According to the introduction, school systems need to develop total safety programs covering all aspects of accident prevention and communicate these to the entire school community. The first steps should be development of a policy statement and appointment of an individual responsible for the school system's safety and health program. Other important dimensions include emergency and disaster planning, accident reporting, and safety committees. Succeeding chapters discuss safety education and accident prevention, traffic and bus safety, emergency and disaster preparedness, fire safety, plant and employee safety, instructional and special activities areas, and health programs. Appendices include sample accident reporting forms, a list of states with approved OSHA safety plans, a maintenance checklist for self-inspection, accident prevention for building service workers, a food safety checklist, an alert for hazards from broken mercury vapor lamps, a list of regional asbestos offices, suggested references, and a director of safety-related organizations. An index is also included. (MLH)

ED 324 395 CE 053 729

Perkins, David; Mendel, Dick
National Center for Family Literacy, Louisville, KY.
A Place to Start: The Kenan Trust Family Literacy Project.
SPONS. AGENCY- William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.
PUB DATE- Sep 89
NOTE- 22p.; For final report, see CE 056 049.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Community Programs; *Disadvantaged; Early Childhood Education; *Family Environment; Family Influence; Family Involvement; Family Programs; Family School Relationship; Functional Literacy; *Intergenerational Programs; *Literacy Education; One Parent Family; *Parent Child Relationship; Parenting Skills; Parent Role

This document explains an intergenerational literacy project, established by the Kenan Trust in 1988, in which more than 300 adults and children have participated at 7 pilot sites in North Carolina and Kentucky and for which an additional 22 sites in 11 states are planned. The first section relates one participant's experience with the project. Section 2 describes the project's model that focuses on family as the critical context in which learning is either stimulated or stifled. (With this model, undereducated parents and their preschool children go to school together: the parent for adult literacy and prevocational training, the child for early childhood development classes, and both together for classes on how to create in the home an atmosphere that supports learning). A rationale for the current attention focused on literacy development is followed by discussion of the necessity of an integrated program designed to meet all of the varied but interrelated needs of the disadvantaged family. A typical day for project participants and the origin of the Kenan model are described. New cooperative relationships among service providers are suggested in order for the model to work successfully. The last sections of the document cite test results and quotes parents and teachers about the success of the project, describe the mission of the National Center for Family Literacy, present a thank-you letter and poem written to project staff from a program graduate, and list the project's staff, adjunct training faculty, and advisory board. (CML)

ED 324 455 CE 055 973

Natelli, Maureen C., Comp.; Kowalik, Thomas F., Comp.
National Univ. Continuing Education Association, Binghamton, NY. Region II.
Continuing Education: A Critical Reflection. Proceedings of the 1990 Annual Conference of Region II, National University Continuing Education Association (Dover, Delaware, October 1990).
PUB DATE- Oct 90
NOTE- 87p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Continuing Education; Cooperative Learning; *Faculty Development; Higher Education; Middle Aged Adults; *Military Training; Older Adults; *Teacher Certification; Telecourses

The following papers are included in this proceedings: "Should Continuing Educators Be Licensed? The Case Against" (Broomall); "Transitions: Predicting the Success of New Directors of Continuing Education" (Edelson); "Continuing Education's Response to Shrinking Dollars" (Hentschel); "Closing the Leadership Gap" (Long); "Programs for Older Adults" (Broomall, Garrett, McNeal); "The Courting and Marriage of the Military Continuing Education Program and a College Branch Campus: The College Perspective" (Fontenot); "Characteristics of Conferences and Institutes Affecting Attendance" (Natelli, Kowalik); "Cooperative Learning Strategies for Continuing Education Faculty" (Millis); "Selecting, Orienting, and Developing Faculty for Successful Motivational Continuing Education Programs" (Quigley); "The Courting and Marriage of the Military Continuing Education Programs and a College Branch Campus: The Military Perspective" (Johnson); "The Courting and Marriage of the Military Continuing Education Programs and a College Branch Campus: The Education Services Officer Perspective" (Briggs); and "Project Breakthrough: A Telecourse Model for the Mountain State" (Filek, Day-Perrots). (CML)

ED 324 563 CG 022 817

Crose, Royda
What's Special about Counseling Older Women?
PUB DATE- 90
NOTE- 17p.; Paper presented at the Annual Convention of the American
Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); *Counselor Attitudes; *Counselor
Training; Developmental Stages; Educational Gerontology; *Females;
Geriatrics; Individual Development; *Older Adults; *Psychologists;
Sex Differences
IDENTIFIERS- *Counseling Psychology

In spite of statistics that show that demographically there are increasingly more women than men as people age, and that epidemiologically women are more likely than men to utilize health services, most health services continue to be based on research and training that is both age and gender biased. Few mental health professionals are knowledgeable about gender differences in development and/or late life developmental and aging processes. Therapists who are not trained in late life development, in the normal processes of aging, or in the special needs of the older adult tend to rely on personal experience with older people, both positive and negative, to guide them in relating to geriatric clients. The goal of counseling psychologists should be to serve th needs of older women by depathologizing the normal processes of lat life development and aging and by respecting the differences in women's ways of knowing and relating to others. In addition to training in life span development and in gender differences, psychologists must work through issues with aging, so that the pitfalls of countertransference in working with older women are avoided. Although therapy processes with older women are often different, the potential for healing and growth for older clients and their families can be just as exciting and rewarding to the counselor as is working with clients of any age. Four case examples are provided which demonstrate the strong relational bonds, some countertransference issues, and the benefit of life review processing found in therapeutic sessions with older women. (ABL)

ED 324 594 CG 022 850

Quackenbush, Marcia; Sargent, Pamela

Teaching AIDS. A Resource Guide on Acquired Immune Deficiency
  Syndrome. Third Edition.

PUB DATE- 90
NOTE- 147p.; For the first edition, see ED 277 936.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; High
  Schools; *High School Students; *Instructional Materials

The first edition of this resource guide for educators on how to teach students about Acquired Immune Deficiency Syndrome (AIDS) was published in 1986. Since then, basic facts about the transmission and prevention of the AIDS virus have not changed substantially. The terminologies about the disease, however, have changed and the changing terminologies (AIDS, ARC, HIV infection) are explained in the preface of this third edition. The first section of the book explains why teenagers and young adults need to be taught about AIDS and gives suggestions for using the curriculum. Methods and concepts for teaching high school students about AIDS and human immunodeficiency virus (HIV) are discussed and basic information on AIDS/HIV is provided. Safe and unsafe sexual activities are differentiated and a sample lecture is included. The second section provides seven teaching plans which present different approaches to teaching AIDS in the classroom. Most plans are designed to be taught in a single-session class or expanded to fill two or three sessions. The first of the plans is a basic AIDS unit and the other six are designed to be appropriate for use in different disciplines. Also included is a supplement on how the AIDS virus infects the immune system. The next section contains teaching materials, including six worksheets and an objective test. The final section contains background materials, including supplementary teaching tips, AIDS information sources, and a glossary of terms. (NB)

ED 324 642 CS 010 261

Manning, Maryann; And Others
Effects of a Whole Language and a Skill-Oriented Program on the
Literacy Development of Inner City Primary Children.
PUB DATE- Nov 89
NOTE- 40p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 8-10, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Children; Comparative Analysis; *High Risk Students; Primary Education; *Reading Achievement; *Reading Attitudes; Reading Skills; *Skill Development; *Whole Language Approach
IDENTIFIERS- Emergent Literacy; *Reading Behavior

This study compared the effects of whole language practices with the effects of a skills-oriented program on the reading achievement of a group of children from an inner-city, low socioeconomic school from the time they entered kindergarten to the end of second grade. Subjects were 22 children, all of a minority race, randomly placed in one of the two groups. Assessments were made at the end of each school year of children's ideas about reading, their reading behaviors, and their reading achievements. Results showed that by the end of second grade, children in the whole language group were better readers than those in the skills-oriented group in all areas. (Fifteen tables of data are included, and 17 references are attached.) (SR)

ED 324 709 CS 507 278

Marra, James L.
A Necessary Course for the 1990s: The Student-Run Advertising Agency.
PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Course Content; Course Descriptions; Elective Courses; *Experiential Learning; Higher Education; Journalism Education; *Student Projects; Student Publications; Student Responsibility; Undergraduate Students; Work Experience
IDENTIFIERS- *Advertising Agencies

Current advertising courses and educational practices reflect advertising education's allegiance to the real world, particularly the real world as defined by large advertising agencies. A student-run ad agency provides students with a total learning experience on a small advertising agency scale in line with what they are likely to experience in their first jobs. As a course, such an agency yields benefits for both students and instructors. One such course, called "Creative Services Workshop," functions as part of an advertising sequence within a journalism department in a major northeastern university. To enroll in this elective course, typically taken during the senior year, students must receive the instructor's permission. The workshop has its own three-room space which looks and functions like an agency. The majority of clients come from the Small Business Development Center, a division of the School of Business. Students are assigned to specific jobs within the agency and organized into teams of three to five people. The first third of the semester is usually taken up with organizational start-up activities, and the remaining two-thirds are devoted to getting the work done by the semester's end. Grading is accomplished by instructor/graduate assistant evaluations and by peer evaluations. Working in the context of a small agency allows students the opportunity to witness and experience the various functions and roles inherent to the advertising agency business, provides students with portfolio material, and holds them accountable for their work in a real-world situation. (Appendixes contain three forms used in the course.) (SR)

ED 324 773 EA 022 296

Marshall, Catherine; Mitchell, Barbara
The Assumptive Worlds of Fledgling Administrators.
PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Effectiveness; Administrator Role; *Assistant Principals; Cognitive Mapping; Conflict Resolution; *Educational Administration; Elementary Secondary Education; Language; Organizational Climate; Organizational Theories; Orientation; Policy Formation; *Politics of Education; *Power Structure; Qualitative Research; Resistance to Change; School Restructuring; Socialization

School administrators' uses of subjective understandings and common language to gain and maintain power and predictability in their environments are described. Micropolitical theory, with a focus on language, is utilized to understand administrators' knowledge of the assumptive worlds of their subculture, and how these assumptive worlds constrain and limit conflict. Interviews with 20 assistant principals and onsite observations of their schools identified four domains of site-level assumptive worlds: (1) the right and responsibility to initiate; (2) acceptable and unacceptable values; (3) patterns of unexpected and sanctionable behavior; and (4) special conditions management. Assumptive worlds create in administrators the following characteristics: avoidance of value conflict and risky change, defensiveness, and belief in a "one best system." A conclusion is that assumptive worlds function to reduce inherent dilemmas by confining values and behaviors to acceptable domains. An implication is that reform efforts and administrator education programs will encounter administrator resistance when mandated in ways that disrupt assumptive worlds and must therefore consider political behavior. A table that lists assistant principals' policy initiatives is included. (26 references) (LMI)

ED 324 790 EA 022 319

Bousquet, Martine; Lefevre, Bruno
Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.

Computer Technology in the Planning and Management of Educational Buildings: An Overview.

PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Building Design; Building Plans; *Computers; Computer Software; Database Management Systems; *Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; International Cooperation; School Buildings; School Maintenance

In recent years the use of computers to carry out a range of tasks in the planning and management of educational buildings has proliferated. In June 1988, the Programme on Educational Building arranged a meeting of experts from 13 Organisation for Economic Cooperation and Development (OECD) countries whose objectives were to identify: (1) the extent of computer use in educational property management; (2) the range and nature of different applications; (3) software development trends; and (4) the scope for international cooperation. Since the time of the meeting developments in this field have continued. This report sets out to summarize the state of activity as revealed at the meeting and subsequently. Contents of the report address the scale of the problem; educational, technical, and administrative contexts; computer technology applications for educational buildings; problems and issues; and suggestions for further work. (LMI)

ED 324 530 CE 056 123

Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.

Sex Equity in Vocational-Technical Education. Arkansas Status Report 1987-88.

PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Displaced Homemakers; Educational Trends; Enrollment; *Enrollment Trends; Females; Males; Nontraditional Education; *Nontraditional Occupations; One Parent Family; Postsecondary Education; *Program Improvement; Secondary Education; *Sex Fairness; *State Programs; *Vocational Education
IDENTIFIERS- *Arkansas; Carl D Perkins Vocational Education Act 1984

This report provides information, in both statistical and narrative form, on the activities and status of the vocational equity program for the state of Arkansas for the 1987-88 school year. (The vocational equity program is designed to eliminate sex bias and stereotyping in vocational activities and to encourage students and instructors to become a part of training programs that are nontraditional to their sex. It is mandated under the Carl D. Perkins Vocational Education Act of 1984.) Data are based on overall enrollment at both the secondary and postsecondary levels. For purposes of comparison, student enrollment figures cover three time periods: (1) the 1976-77 school year, immediately following the passage of the Vocational Education Amendments; (2) the 1986-87 school year; and (3) the 1987-88 school year. Instructor information is listed only for the 1986-87 and 1987-88 school years. Student enrollment information is provided by program area for: agriculture; business education; marketing and distributing education; health; home economics education; and trade, industrial, and technical education. Instructor information is provided for the same program areas. The report also describes state program activities, nontraditional scholarships, sex equity grants, resources available, and the single parent/homemaker program. A short assessment of the progress of the sex equity program is included. (KC)

ED 324 547 CE 056 192

Scribbins, Keith
Further Education Staff Coll., Blagdon (England).
Personal Selling at Bournesworth College: A Simulation Exercise. Information Bank Simulation Exercise 2435A-F.

PUB DATE- Jan 88
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; *Corporate Education; Foreign Countries; *Marketing; Postsecondary Education; Role Playing; *Salesmanship; *Simulation; Staff Development; *Training
IDENTIFIERS- *Educational Marketing; England

This simulation is designed to train further education college salespersons in making effective sales presentations to firms' training officers. The exercise is divided into the following four parts: preparing for a sales visit (allotted time, 1 hour 15 minutes); carrying out the visit (45 minutes); reflecting on the visit and drafting arrangements for delivery by two of the college's departments (15 minutes); and negotiating with the two heads of departments concerned (30 minutes). The simulation is designed to be operated as a triad, with an observer watching two roles being played--the role of the college salesperson and that of the firm's training officer. The exercise includes scenarios for all four stages of the simulation and a briefing paper for observers. (MN)

ED 324 579 CG 022 835

Missouri State Dept. of Elementary and Secondary Education,
Jefferson City.

Education after High School: A Guide for Parents and Students.

PUB DATE- Dec 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Admissions Counseling; *College Bound Students; *College Choice; *College Preparation; Educational Counseling; Financial Aid Applicants; Higher Education; High Schools; Paying for College; *Post High School Guidance; Postsecondary Education; Scholarships; Student Financial Aid; Student Loan Programs
IDENTIFIERS- Missouri

This guide is for parents of students in Missouri who are planning further education or training after high school. After a letter of introduction to parents from the Missouri Commissioner of Education and a brief overview of the importance of planning for advanced education, it provides checklists of planning activities for students during 9th and 10th grades, 11th grade, and 12th grade respectively. The 12th grade checklist is further subdivided by month. The next section provides advice and information on financial aid programs, including scholarships, loans, and grants. Brief descriptions and, in most cases, contact addresses are provided for the following types of scholarships: institutional scholarships; Missouri Teacher Education Scholarships; Missouri General Assembly Scholarships; Robert C. Byrd Honors Scholarships; military scholarships; "Bright Flight" (the state-funded Higher Education Academic Scholarship Program); and other scholarships. After information on eligibility, the following loans are described: Perkins Loans (formerly National Direct Student Loans); Missouri PLUS (Parent Loans for Undergraduate Students) and SLS (Supplementary Loans for Students) programs; and Missouri Stafford Loans. The section on grants describes Pell Grants, Supplemental Education Opportunity Grants (SEOG), and the Missouri Student Grant Program. A list of resources is appended, including addresses for test applications, federal financial aid information, and publications. (TE)

ED 324 610 CG 022 870

Balding, John
Exeter Univ. (England). School of Education. HEA Schools Health Education Unit.
We Teach Them How To Drink!
SPONS. AGENCY- Health Education Authority, London (England).
PUB DATE- 89
NOTE- 33p.; Based on a paper presented at the Conference "Alcohol, Young People, and Health Education" (July 6, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Drinking; Elementary Secondary Education; Foreign Countries; *Incidence; *Preadolescents; Sex Differences; Trend Analysis
IDENTIFIERS- *United Kingdom

Since 1983 the Health Education Authority Schools Education Unit has been providing a survey service to schools throughout the United Kingdom. The purpose is to make the planning of programs in Health and Social Education in the schools more realistic. Health behaviors in the areas of substance use, dental care, diet, homework, jobs, leisure, medication, money, physical activity, road use, self-esteem, sharing problems, social activities, smoking, sleeping times, and television habits were examined. The 1988 sample included 33,459 students between the ages of 11 and 16. This document focuses on alcohol-related statistics. Discussion of results in these areas is presented: (1) age of onset of regular drinking; (2) percentage of boys and percentage of girls who consumed shandy, beer or lager, cider, wine, fortified wine, or spirits; (3) percentage of children who obtained alcoholic drinks from home, a pub or bar, supermarket, off-licence, friend's home, relative's home, or disco or party; (4) number of alcoholic units consumed by boys and by girls in the past 7 days; (5) alcohol use by young people aged 14 and over; (6) alcohol consumption and road use; (7) alcohol consumption and socially-related variables; (8) alcohol consumption and hygiene variables; (9) alcohol consumption and the home; (10) alcohol consumption and diet; (11) alcohol consumption and drug use; and (12) alcohol consumption and sports activities. (ABL)

ED 324 626 CG 022 888

Kurpius, DeWayne J., Ed.; Brown, Duane, Ed.
Association for Counselor Education and Supervision, Washington, D. C.
Handbook of Consultation: An Intervention for Advocacy and Outreach.
PUB DATE- 88
NOTE- 86p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Advocacy; Consultants; *Consultation Programs; *Counselors; *Counselor Training; Higher Education; *Intervention; *Outreach Programs; Supervision; Supervisors

This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide for practicing professionals and as a textbook or supplementary material for use in courses or workshops on consultation. It consists of six chapters. "Introduction to Consultation: An Intervention for Advocacy and Outreach" (DeWayne Kurpius and Joyce Lewis) defines advocacy and outreach, looks at the role of the consultant as advocate, and considers issues of consultation. "Empowerment through Advocacy" (Duane Brown) defines advocacy, lists the qualities of an advocate, considers skills and strategies of advocacy, describes the process of advocacy, and discusses ethics and advocacy and some problems in advocacy. "Consultative Advocacy Differentiated from Legal Advocacy" (Theodore Remley, Jr.) looks at attorneys as advocates and at consultants as advocates and then goes on to consider appropriate advocacy roles for consultants. "Consultation as Advocacy and Outreach in Community Mental Health Settings: Theory to Practice" (Gordon Gibson) examines the development of theory in consultation and at consultation interventions as advocacy and outreach. Case applications are provided for consultation as advocacy and as outreach. "Advocacy and Outreach: Applications to College/University Counseling Centers" (David Drum and Luis Valdes) looks at levels of need and presents an outreach model. "Advocacy and Outreach Through Consultation: Applications to Educational Settings" (Clarence Johnson and Sharon Johnson) discusses the role of the counselor as student advocate in a guidance program and presents 12 essential program elements of a results-based guidance program. Chapters include references. (NB)

ED 324 658 CS 010 278

Hussain, Neelam
A Literacy Profile of Pakistan.
PUB DATE- Dec 87
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) P
DESCRIPTORS- Adult Literacy; Adult Reading Programs; *Educational Objectives; Foreign Countries; *Illiteracy; *Literacy Education; Program Descriptions
IDENTIFIERS- *Pakistan

Pakistan, like the rest of the world, is confronted with urbanization, industrialization, the information explosion and all the complexities that characterize the atomic age; however, the majority of Pakistanis have yet to acquire basic reading, writing and arithmetic skills which are essential to meet the simplest demands of modern living. An analysis of the slow progress made in literacy eradication in Pakistan clearly points at poor monitoring and lack of motivation on the part of administrators, teachers, and students. As for public motivation this has to be created and not taken for granted. Governmental support and funding alone will not suffice to bring about an appreciable rise in the literacy rate in Pakistan. Literacy efforts have to have a social rather than a bureaucratic base. Pakistan has four provinces, each having its own provincial language. Literacy curricula will have to accommodate provincial needs to encourage literacy in the provinces. (RS)

ED 324 676 CS 212 530

American Newspaper Publishers Association Foundation, Washington, D.C.; International Reading Association, Newark, Del.

Newspaper in Education Week March 4-8, 1991 . Manual for Publishers and NIE Specialists.

PUB DATE- Oct 90
NOTE- 100p.; "Newspaper in Education Week" is cosponsored with the International Reading Association.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Development; Elementary Secondary Education; *Instructional Innovation; Instructional Materials; *Newspapers; Publications; *Reading Materials; Reading Skills; Writing Skills
IDENTIFIERS- Bill of Rights; *Newspaper in Education Program

This Newspaper in Education (NIE) Week Manual includes a variety of materials designed to help students and teachers celebrate the use of newspapers in education. NIE Week's theme for 1991 is the bicentennial of the Bill of Rights. Curriculum materials on the topic can be found in "Citizens Together: You and Your Newspaper," a set of five lesson plans written at three levels of complexity. The manual contains a handy compendium of tried-and-true ideas for improving students' reading and writing skills. The manual was originally written for NIE Week 1989, but the ideas presented are still worth adapting for local newspapers. Included in the packet are several camera-ready ads, featuring Garfield The Cat, produced in varying sizes. This year's curriculum can also be ordered in camera-ready form as well as materials produced for previous years using forms provided in the manual. (MG)

ED 324 692 CS 212 548

Stephens, Diane; Reimer, Kathy Meyer

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Explorations in Reflective Practice. Technical Report No. 514.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 90

NOTE- 32p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Dialog Journals; Higher Education; *Inservice Teacher Education; *Reading Diagnosis; Reading Difficulties; *Reading Instruction; Reading Research; Teacher Student Relationship

IDENTIFIERS- Communication Styles; *Reflective Teaching

Twenty-five teachers enrolled in a 5-week summer practicum course on reading assessment. Every day the teachers attended class and worked one-on-one with a child having learning difficulties. Teachers maintained extensive records of their instruction and also corresponded with the professor via dialogue journals. A study examined these instructional records and dialogue journals to understand teacher use of dialogue journals, the relationship between journal entries and instructional patterns, and the influence of the university educator on teacher change. Results revealed a number of patterns, including the following: (1) teachers had distinctive response styles (narrative and intertextual) that were consistent over the 5 weeks (interaction with the professor did not seem to affect this style); (2) teachers with a narrative response style tended to want to "fix" a child's problems, while teachers with an intertextual response style tended to focus on understanding a child as learner; and (3) teachers with an intertextual response style wrote more about their own learning and reported that they knew more about teaching and learning as a result of the course. (One figure of data is included, and 23 references are attached. Three appendixes containing outlines of response styles are attached.) (Author/SR)

ED 324 823 EA 022 372

Association of School Business Officials International, Reston, VA.
School Facilities Maintenance and Operations Manual.
PUB DATE- 88
NOTE- 104p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrative Principles; *Educational Facilities; Elementary Secondary Education; *Equipment Maintenance; *Repair; *School Maintenance

Often a community's largest single investment is in its physical plants, including public school buildings and grounds. An essential factor in efficient school district operation is a well-organized, responsive plant operations and maintenance division. Maintenance has generally been defined as those services, activities, and procedures concerned with preserving, protecting, and keeping the buildings, grounds, and equipment in a satisfactory state of repair. By maintaining school plants at optimal efficiency levels, operational costs are kept low. Maintenance staffs differ from district to district, depending on the scope of operations, and may include painting, masonry, carpentry and cabinet-making, electrical services, refrigeration, office machines repair, television and electronic equipment repair, pipefitting and plumbing, plastering, heating and ventilating, sheet metal, furniture repair, landscaping and grounds maintenance, glazing, and various types of shop and machine work. The first chapter discusses facilities maintenance and operations organization. Succeeding chapters focus on job descriptions, preventive maintenance, energy conservation, snow removal and sanding, grass cutting and field maintenance, community use of facilities, and bid specifications. Appendices contain sample forms for employee performance ratings, work requests, pesticide procedures, school facility use policies, inspection logs, and specifications. (MLH)

ED 324 410 CE 055 844

Nazri, Mohammed Ibrahim; Barrick, R. Kirby
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Professional Knowledge Competency Achievement of Agricultural Teachers with and without Preservice Teacher Preparation in Peninsular Malaysia. Summary of Research 56.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Agricultural Education; *Competence; Foreign Countries; *Knowledge Level; *Outcomes of Education; Postsecondary Education; *Preservice Teacher Education; Program Effectiveness; *Vocational Education Teachers
IDENTIFIERS- *Malaysia (West)

A study compared the professional knowledge competence of agricultural teachers with and without preservice teacher preparation in order to identify and describe selected characteristics of teachers of agricultural science in Peninsular Malaysia and to relate these characteristics to preservice teacher education. Data were collected through administration of a 50-item multiple-choice test on pedagogical knowledge constructed for the study and administered to 141 teachers who taught agricultural science at the upper-secondary level. About half had teacher preparation and half did not. The study found that the typical teacher was Malay, 31 years of age, male, had preservice teacher preparation, had 7 years of teaching experience in an academic school, had not completed inservice courses, and had moderate competence in professional knowledge. The study supported the hypothesis that teachers completing a preservice teacher preparatio program have higher knowledge competence than those without preservice preparation. It is concluded that all teacher candidates should complete a preservice teacher preparation program before teaching agriculture and that testing should be done to assess teacher competence when selecting teachers. (KC)

ED 324 425 CE 055 877

Campbell, Linda; And Others
Paris Independent School District, Tex.; Paris Junior Coll., Tex.
Nursing: Complex Needs I. Nursing: Complex Needs II. Entry into Professional Practice. A Basic Course Outline (College Sophomores) for Nursing. A Four Year "2+2" Articulated Curriculum for the Occupation of Nursing.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 90
NOTE- 97p.; For related documents, see CE 055 874-876.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; College Sophomores; *Competency Based Education; Course Descriptions; Curriculum Guides; Job Skills; *Nurses; Nurses Aides; *Nursing Education; Two Year Colleges
IDENTIFIERS- 2 plus 2 Articulation Plan

This course outline provides materials for fourth-year courses in a "2+2" curriculum for the occupation of registered nurse. It is part of a planned and articulated 4-year curriculum that spans the junior and senior years of high school and the freshman and sophomore years of the postsecondary institution. Introductory materials include the philosophy and conceptual framework of the nursing curriculum; occupational objectives, occupational descriptions, and curriculum outline; and curriculum objectives. Three courses are outlined, each of which consists of a set of objectives, ranging in number from four to six. Each objective has one or more associated competencies. A sheet for each competency details the terminal objective, enabling objectives, teaching methods, references, equipment/supplies, and evaluation methods. Course titles (and representative unit topics) are: (1) Nursing: Complex Needs I (basic concepts, systems of the human body, learning laboratory or skills, clinical objectives); (2) Nursing: Complex Needs II (systems of the human body, clinical objectives); and (3) Entry into Professional Practice (professional issues, advanced communication, management skills, evaluation processes, clinical objectives). Other contents include: a line drawing of an instructional facility; list of supplies and equipment; 23-item bibliography; student competency profile; matrix of elements essential to the competencies; and procedural plan for verifying mastery of competencies. (YLB)

ED 324 440 CE 055 953

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
A Framework for Improvement of Educational and Vocational Guidance Services for Girls and Women in Asia and the Pacific.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Articulation (Education); *Career Guidance; *Disadvantaged; Dislocated Workers; Educational Administration; Educational Improvement; Employed Women; Foreign Countries; Instructional Materials; Intervention; Labor Market; *Unemployment; Vocational Education; *Womens Education
IDENTIFIERS- *Asia; *Pacific Region

There is a shortfall in the provision of guidance programs to meet the specific educational and vocational needs of girls and women in Asia and the Pacific. Unemployment rates of women are higher than those of men, the lack of articulation between vocational education and the realities of the labor market lead to unemployment, and the narrow range of educational attainment of girls and women increases their vulnerability to displacement in the wake of rapid technological change. Employer bias reinforces these factors. The Australian perspective on services for girls and women is described. From general observations as well as the Australian experience, three key areas in which interventions are necessary to improve vocational guidance and career awareness for women and girls emerged: awareness, teacher practices, and primary education. A rationale, proposed activities, expected outcomes, and resources required are provided for each of the three key areas. A framework for the improvement of educational and vocational guidance services for girls and women, based on needs, actions required, institution or agency responsible, and resource implications, is presented in the following areas: (1) planning, administration, and policy making; (2) curriculum and teaching; (3) educational materials; (4) teachers; (5) educational and vocational guidance; (6) nonformal vocational training; and (7) disadvantaged groups. Appendix 1 provides plans for 17 countries: Australia, Bangladesh, Fiji, India, Indonesia, Japan, Republic of Korea, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Tonga, and Western Samoa. Appendix 2 gives examples of teacher training units on women in nontraditional jobs, action research, and setting up a career club.) (CML)

ED 324 470 CE 055 998

Greater Pittsburgh Literacy Council, PA.
Planning a Literacy Consortium for Allegheny County. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Aug 90
NOTE- 71p.; Project Number 98-0054.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Agency Cooperation; *Consortia; Cooperative Planning; Cooperative Programs; Educational Cooperation; Institutional Cooperation; *Literacy Education; *Program Development; Public Agencies; Regional Cooperation; *Shared Resources and Services
IDENTIFIERS- 353 Project; *Literacy Consortium for Allegheny County PA; Pennsylvania (Pittsburgh)

At the request of the Pennsylvania Department of Education, 17 agencies in the Pittsburgh area began a planning process to form a single administrative body for all adult basic education and literacy programs. This project supported the hiring of a planning consultant, the convening of planning meetings and a retreat, and thorough documentation of the process. The early planning meetings showed that the agencies had a variety of preferences and expectations. Gradually, they began to collaborate and accept the consortium. A great deal of time was spent in determining how the governing board of the consortium would be structured. Guidelines were provided by the Pennsylvania Department of Education. The project led to the incorporation of a new nonprofit organization, the Literacy Consortium of Allegheny County. (Most of this document consists of documentation of the planning process for the formation of the consortium, including letters to agencies, agendas for planning meetings and the retreat, and minutes of meetings. The planning process and questions asked of agency officials thinking about the consortium are included.) (Author/KC)

ED 324 486 CE 056 023

Oregon State Dept. of Education, Salem. Div. of Vocational Technical Education.
Business Experiences for Educators. A Professional Growth Plan.
SPONS. AGENCY- Oregon State Economic Development Dept., Salem.; Oregon State Legislature, Salem.
PUB DATE- Jun 90
NOTE- 115p.; Developed by the Business-Education Compact of Washington County.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Apprenticeships; College Programs; Educational Innovation; Graduate Study; *Inservice Teacher Education; *Internship Programs; Postsecondary Education; Program Development; *School Business Relationship; Secondary Education; *Summer Programs; Vocational Education Teachers
IDENTIFIERS- Oregon

Based on a program developed in Oregon, this guide provides information on creating and maintaining a program to link schools and businesses in order to allow teachers to have summer assistanceships. The guide covers the need for such a program, its purpose and desired outcomes, potential organizational structures, managing the program, funding program management, teacher compensation, graduate credit, summary of commitments to the program, program evaluation, and maintaining the program. Twenty appendixes describe the Workforce 2000 Educator Internship Program that is the basis for the guide; they include the documents used in that program, such as letters, flyers, workshop guides, job application forms, evaluation survey forms, graduate seminar and practicum outlines, employer-school agreements, and surveys of participants. (KC)

ED 324 501 CE 056 058

Dave, R. H., Ed.; And Others
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Learning Strategies for Post-Literacy and Continuing Education in China, India, Indonesia, Nepal, Thailand and Vietnam. Outcomes of an International Research Project. UIE Studies on Post-Literacy and Continuing Education 4.
PUB DATE- 86
NOTE- 294p.; Project organized in co-operation with the German Commission for Unesco, Bonn. For other studies in this series, see CE 056 055, ED 268 223, and CE 056 057-060.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; *Adult Literacy; Case Studies; *Continuing Education; Educational Policy; Foreign Countries; Lifelong Learning; *Literacy Education; Program Descriptions
IDENTIFIERS- *Asia Pacific Region; China; India; Indonesia; Nepal; Thailand; Vietnam

Many countries have recently launched massive programs to promote nation-wide adult literacy, but while these efforts have been commendable, it has been observed that neo-literates who acquire literacy through such programs have great difficulty in retaining it; hence an urgent need to develop suitable programs of post-literacy and continuing education has been felt. In 1980, Unesco's Institute for Education initiated a major research project designed to respond to this need. The research was carried out within the broad framework of lifelong education, and resulted in the series of case studies of which this volume is a part. The volume presents six national case studies from the Asian Region. They are: "Literacy and Continuing Education in China" (Li Jiyuan); "Learning Strategies for Post-Literacy and Continuing Education at the Basic Level in India" (D. V. Sharma); "The Development of Learning Strategies for Post-Literacy and Continuing Education of the Neo-Literates in the Perspective of Lifelong Education in Indonesia" (A. Iskandar et al.); "Learning Strategies for Post-Literacy and Continuing Education of the Neo-Literates in Nepal" (L. N. Belbase); "The Development of Learning Strategies for Post-Literacy and Continuing Education of Neo-Literates in the Perspective of Lifelong Education in Thailand" (N. Suntornpithug); and "Learning Strategies for Literacy Follow-up and Complementary Education in the Context of Lifelong Education in Vietnam" (Le Son). Each case study provides general background and context information, discusses general issues and policies, and describes specific techniques and/or programs for literacy, post-literacy, and continuing education. (YLB)

ED 324 515 CE 056 099

Tilly, Chris
Economic Policy Inst., Washington, DC.
Short Hours, Short Shrift. Causes and Consequences of Part-Time Work.
PUB DATE- 90
NOTE- 43p.; Partially supported by the Javits Graduate Fellowship Program, the Cuddahy Foundation, and the Massachusetts Institute of Technology Department of Economics.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Adults; Fringe Benefits; Labor Turnover; *Part Time Employment; *Productivity; Salaries; *Salary Wage Differentials; *Underemployment; Unemployment

The recent growth in part-time employment has been propelled by a marked increase in the number of involuntary part-time workers. Most of the growth can be traced to sectoral shifts in the economy toward industries dominated by low-wage, part-time jobs. Many employers hire part-timers to cut costs and gain flexibility, but the creation of more part-time jobs has actually lowered efficiency and productivity. Increasing part-time employment gives rise to serious economic problems: (1) the growth of a low-wage class of jobs that offer inferior benefits and little opportunity for advancement; (2) a negative effect on productivity growth from a growing work force characterized by high turnover, low skills, and minimal job commitment; and (3) the disturbing issues associated with the rise in number of involuntary part-time workers. There are significant differences between wages and benefits of part-time and full-time workers. Industries with the largest share of part-time workers pay the lowest wages and benefits to their full-time workers. A properly instituted system of part-time work could provide flexibility for both employers and workers. New labor market policies should address three key areas: equal treatment for part-time workers; security and flexibility for part-timers; and the creation of better jobs. (36 references) (YLB)

ED 324 726 CS 507 301

Thomsen, Steven R.; And Others
Assessing the Educational Needs of Tomorrow's "Ideal" Corporate Communicators: Should Public Relations and Human Resource Development Programs Form a "Strategic" Merger?
PUB DATE- Nov 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Educational Needs; Journalism Education; Likert Scales; *Organizational Communication; *Public Relations; Questionnaires
IDENTIFIERS- Human Resources Professionals; *Practitioners; Professional Concerns

A study assessed the specific courses and educational needs professionals considered important in the proper undergraduate preparation of future public relations practitioners. A survey questionnaire was sent to a random sample of 1,000 human resource managers and public relations practitioners from the national membership of two professional organizations (the American Society of Training and Development and the Public Relations Society of America), with replies received from 389 individuals for a response rate of 39%). Using a Likert-type scale, respondents rated 54 different topical areas of study on a scale of 1-to-5. Results indicated that the curriculum for public relations (PR) majors should move away from the traditional journalism emphasis and be aligned more equally with business and organizational communication. Respondents further indicated that a core of communication courses could form the basis of human resource development (HRD) and PR majors. Only moderate support for individual certification, qualifying examinations, and Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) accreditation of programs and graduate degree program was found. (Seven tables of data are included, and 13 references are attached.) (Author/MG)

ED 324 742 EA 022 143

Spillane, Robert R.
District of Columbia Public Schools, Washington, D.C.; Fairfax County Schools, Va.; Virginia Univ., Charlottesville. School of Education.

The Mission of the Schools: The Record of a National Conference (Fairfax, Virginia, August 4-5, 1987).

PUB DATE- Aug 87
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Educational Improvement; Educational Planning; Educational Policy; Educational Trends; Elementary Secondary Education; *Excellence in Education; *Institutional Mission; Instructional Improvement; Literacy; School Effectiveness; School Restructuring

The United States is in the midst of a school reform movement of unprecedented dimensions, and many educators have felt a need to focus not just on the process but on the purpose of the educational enterprise--the purpose which the reforms are intended to accomplish. A conference, attended by more than 1,100 educators and other interested people, discussed the mission of the schools and made recommendations on how best to realize that mission. Following the keynote address by Robert R. Spillane defining the issues and purposes of the conference, the following papers were presented: (1) "Literacy and the Nation" (E. D. Hirsch, Jr.); (2) "Reaction to E. D. Hirsch" (William R. Raspberry); (3) "Reaction to E.D. Hirsch" (Solomon Lausch); (4) "Ensuring That Schools Achieve Their Mission: A National Perspective" (Paul Simon); (5) "Ensuring That Schools Achieve Their Mission: A State Perspective" (John Murphy); (6) "Supporting the Mission of the Schools in the Schools of the Future" (Marvin Cetron); (7) "How To Achieve the Academic Mission of the Schools for All Students" (Ruth Love); (8) "Teaching To Increase the Academic Emphasis for All Students" (John L. Hynes); (9) "Teaching To Increase the Academic Emphasis for All Students" (Karen Simpson); (10) "Academic Disciplines as the Basis for the School Curriculum" (Graham Down); and (11) "What We Have Accomplished and Where We Go from Here" (Floretta McKenzie). Two reports of group discussions are also included, one following the presentation by, and responses to E. D. Hirsch, Jr., and one just preceding Floretta McKenzie's wrap-up address. (AA)

ED 324 758 EA 022 273

Murray, Albert
Administration Planning for Tomorrow.
PUB DATE- Sep 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Canadian Association of School Administrators (St. John, New Brunswick, Canada, September 23-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Cooperation; *Educational Change; *Educational Planning; *Educational Trends; Elementary Secondary Education; Foreign Countries; School Based Management; *School Restructuring
IDENTIFIERS- Canada; Empowerment; United States

After defining administrative planning and outlining deficits and gains of the past 20 years in American schooling, this address underlines the necessity for educational restructuring. Specifically, educational leaders need to: (1) gather data determining the status quo and suggest incremental improvements; (2) address new solvable challenges and problems to generate enthusiasm and confidence; and (3) facilitate the infusion of participation, trust, openness, more unified strategies, and a mission relevant to society's expectations. Administrators should also help teachers and support staff develop local ownership and a belief in change by encouraging experimentation, supporting the capacity to undertake and sustain change, and providing adequate time to plan, implement, and adjust to change. According to Albert Shanker, the current education model does not enable the majority of students to be educated. Chester Finn hypothesizes that the last third of this century will see the recasting of education's meaning throughout the entire industrialized world. According to Finn, compulsory education will mean engaging in some form of systematic study until one attains a specified knowledge or skill level, rather than sitting in school a set number of years. There will be numerous delivery systems, and teachers will come from varied backgrounds. Also, reliable modes of assessing learning will be required. Administrative planning will require collaboration, staff empowerment, decentralized decision-making, and completely restructured curriculum and instructional programs. The paper concludes by posing several questions regarding school restructuring. (19 references) (MLH)

ED 324 806 EA 022 342

White, Nancy A.

Cut Sick-Pay a Day: An Incentive Plan To Reduce Teacher Absenteeism. A Practicum Report.

PUB DATE- Mar 90
NOTE- 103p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; Costs; *Employee Absenteeism; *Incentives; Job Satisfaction; *Program Effectiveness; Program Evaluation; Secondary Education; *Teacher Attendance; Teacher Employment Benefits; Teacher Morale; *Teacher Motivation; Work Environment
IDENTIFIERS- *Florida

An incentive program was developed to reduce teacher absenteeism in a large community high school (2,200 students) in South Florida. The four-point program included improved record-keeping systems, increased communication and information dissemination, internal recognition, and a cash lottery system. Pre- and post-attitudinal tests were administered to teachers and school administrators, and pre- and post-program teacher absentee rates were compared. Findings indicated a 20 percent reduction in absentee rates, improved teacher awareness of personnel policy, and increased administrator support of the new record-keeping system. Extensive appendices contain program correspondence, record-keeping forms, and statistical findings. (18 references) (LMI)

ED 324 548 CE 056 194

McLeod, John
Further Education Staff Coll., Blagdon (England).

The Education Reform Bill: Implications for Further and Higher Education. Information Bank Working Paper 2484.

PUB DATE- Mar 88
NOTE- 13p.; Paper presented in a course on "Current Issues in Further and Higher Education" (Blagdon, England, November 11, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Educational Change; *Educational Legislation; Foreign Countries; Governance; *Government School Relationship; Postsecondary Education; *Program Administration; School Districts
IDENTIFIERS- *Education Reform Act 1988 (England)

The process of the passage of the Education Reform Bill in Great Britain is likely to be long and controversial. The bill is likely to have a major impact on the funding and administration of higher and further education. It is likely that polytechnics and other major institutions now under the control of local authorities will obtain corporate status and will be able to hold their own property, appoint their own staff, and be directly responsible for their own affairs. About 80 percent of what is now provided in what is called the public sector will pass away from local authorities and only relatively limited and specialist provision will be left in the mixed economy Local Education Authority (LEA) colleges. Existing funding arrangements will be replaced by a system of contracts. The main thrust of the Education Reform Bill in further and higher education and in the schools is to reduce the influence of local LEA members. Accountability will thus likely be left more entirely to the customer or as a matter between contractors. It is, however, very likely that LEA departments will have to act as agents for institutions under contract for a long time to come. The bill will, finally, confirm the local authority provision of further education explicitly. (MN)

ED 324 564 CG 022 818

Levy, Gary D.; Dykes, Karen C.

Cognitive, Social, and Behavioral Correlates of the Gender Schema: Relations and Implications. Revised .

SPONS. AGENCY- Toledo Univ., Ohio.
PUB DATE- 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Cognitive Processes; *Correlation; *Preschool Children; Sex Differences; *Sex Role; *Social Influences

Over the last decade or so, researchers have started to describe some of the ways young children begin to acquire and apply certain gender-relevant concepts, constructs, and behaviors. Researchers are beginning to build developmental models detailing young children's acquisition of certain gender-typed behaviors and gender schema factors. The gender schema might be loosely defined as the many cognitive concepts and/or constructs associated with children's acquisition and use of gender-relevant information and their performance of gender-typed behaviors. This study examined behavioral correlates of the gender schema. Subjects were 47 preschoolers with either the mother or father of each child also participating (38 mothers, 9 fathers). Children were classified as younger with a mean age of 41.2 months, or older, with a mean age of 57.3 months. Children were interviewed individually and completed tasks assessing their gender-role in two categories: knowledge and flexibility. Older children demonstrated greater amounts of gender-role knowledge than the younger children. Younger and older children's amounts of gender-role flexibility also differed, with younger children demonstrating more flexibility than older children. Although younger and older children's patterns of masculine and feminine gender-typed behaviors did not differ significantly, boys' and girls' patterns did. A number of significant associations among boys' and girls' reported amounts/frequencies of gender-typed behaviors and aspects of their social environments were reported. Overall the results suggest that early gender-role development is a multidimensional and somewhat complicated construct, involving cognitive, behavioral, and social components. (ABL)

ED 324 595 CG 022 851

Abbey, Nancy; And Others
Family Life Education in Multicultural Classrooms. Practical Guidelines.
PUB DATE- 90
NOTE- 92p.; Publication was made possible by a grant from the General Service Foundation, St. Paul, MN.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; *Cultural Differences; *Cultural Pluralism; Culture; Elementary Secondary Education; *Ethnicity; *Family Life Education; *Self Esteem; Student Needs

This guide presents approaches and guidelines for developing culturally appropriate and relevant family life education. It begins with a definition of culture and a look at different types of acculturation. A section on cultural relevance in family life education briefly explains the challenge of a multicultural approach in family life education and offers some initial recommendations. A section on self-esteem provides an explanation of the Clemes and Bean Theory of Self-Esteem, with a discussion of its multicultural application. Two specific guidelines are then outlined. The first, Guidelines for Teachers, are designed to help educators develop and teach family life education classes that are sensitive to and reflective of the cultural and ethnic diversity of the students in the classroom. The second, Guidelines for School Districts and Decision Makers, were developed to improve educational opportunities for students. Under the heading Special Sections additional tools specifically addressed to the classroom teacher are provided: a list of questions intended as a private self-assessment of teacher's biases; a list of questions that will help teachers assess the responsiveness of the curriculum to the multicultural needs of students; and four sample lessons from the "Latino Family Life Education Curriculum Series" which exemplify the application of the Clemes and Bean Theory of Self-Esteem. The concepts and suggestions in this guide are designed to be integrated into an existing family life education curriculum. A list of resources is also provided. (NB)

ED 324 643 CS 010 262

Ryan, Susan Fay
Nurturing Children's Literacy through the Establishment of a Community-Funded Preschool Lending Library and an In-Home Family Reading Program.
PUB DATE- 90
NOTE- 127p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Childrens Literature; Community Involvement; *Library Materials; Library Services; Literacy; Parent Participation; Parent Role; Preschool Children; Preschool Education; *Reading Aloud to Others
IDENTIFIERS- *Emergent Literacy; Prereading Activities

This practicum was designed to address the problem of preschoolers who attend a weekly full-time daycare program needing more exposure to children's literature to properly nourish their literacy development. Goals of the practicum sought to ensure that books and literacy experiences become more available for children, increase individualized reading time for children in their homes, and involve the community in assisting with preschoolers' literacy development. Community support was solicited for an on-site preschool library collection of children's literature for the 65 regular preschoolers in attendance. The books were color-coded into eight categories to teach children classifications and how to select books and return them to their proper location. Highlights of the program included: a unique library card, a motivational theme and logo, and a literacy song. Cultural presentations became a regular part of the program along with a link to the public library system through a monthly storytelling session. Creative play was incorporated into a program emphasizing emergent literacy via newsletters to parents on how they could become involved in their child's reading process. Community groups supported the program with books, money, or labor. One service organization built bookshelves in a literacy center. (Twenty-two appendixes include a parent questionnaire, promotional letters, book checkout sheets, library card, literacy center floor plan, and other highlights from the program. Twenty-nine references are attached.) (Author/MG)

ED 324 659 CS 010 280

Clark, Susan R.
"Galapagos" and a Community of Readers.
PUB DATE- Oct 90
NOTE- 14p.; Paper presented at the Annual Plains Regional Conference of the International Reading Association (18th, Wichita, KS, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Content Area Reading; *Novels; Reading Attitudes; Reading Games; *Reading Programs; Reading Research; Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- Metropolitan Community Colleges MO; *Reading Motivation

A study examined the effectiveness of a community college district-wide reading program designed to foster reading by faculty, students, administrators, and staff. The Reading/Writing across the Curriculum Committee of the Metropolitan Community Colleges selected Kurt Vonnegut's novel "Galapagos," a novel which met criteria as to length, literary merit, broad appeal, application to various disciplines, etc. Subcommittees representing staff, faculty, administration, and students took the responsibility for publicity/promotion, student activities, discussion groups, contacting the author, resource guides for faculty, activities/contests, and culminating events. In the days following the culminating activity, a survey was distributed to staff, faculty, and students. A total of 286 replies were received, 227 of them from students and the remainder from college staff, faculty, and administrators. Results indicated that most of the campus body knew of the project, and that 45% actually participated in reading the novel. (Twenty references and the survey form are attached.) (RS)

ED 324 791 EA 022 320

Colven, Ronald
Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.

The Quality of the Physical Environment of the School and the Quality of Education. Conclusions of a Seminar (Lidingo, Sweden, 17-21 October 1988).

PUB DATE- 90
NOTE- 25p.; Graphics may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Architectural Programing; Building Design; Building Plans; *Educational Environment; *Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Flexible Facilities; Foreign Countries; International Cooperation; School Buildings; School Space

Proceedings of a meeting of representatives from 13 countries on the effect of the physical environment on educational quality are summaried. Three major issues are addressed: (1) the effect of the physical environment on education; (2) successful school building characteristics; and (3) what can be done to maintain and improve the quality of existing buildings. It was concluded that, because education is a dynamic process, educational environmental management should be a continuous updating process. Successful facilities are characterized by clearness and quality of expression and support of the social aspects of children's development. Recommended changes in the planning process include preplanned adaptability; sensitivity to evolving needs; development of autonomous assessment systems; and active architect participation. Seven architectural drawings and three black and white photographs are included. (LMI)

ED 324 807   EA 022 343

Reynolds, Carolyn E.
Improving Communication and Collegial Relationships within an Elementary School Staff.
PUB DATE- May 90
NOTE- 66p.; Practicum Report, Nova University. Dot matrix print in some tables may not reproduce in paper copy adequately.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Collegiality; Communication Research; *Communication Skills; Elementary Secondary Education; Group Dynamics; *Inservice Teacher Education; Interpersonal Communication; Leadership; Listening Skills; Organizational Climate; Organizational Communication; Organizational Effectiveness; Problem Solving; *Professional Development; Teacher Improvement; *Teacher Workshops; *Team Training
IDENTIFIERS- *Florida

The development and implementation of a program to facilitate communication and improve working relationships between elementary school staff members is described. Methodology involved observation of inservice faculty training sessions and a participant survey. The program was based on three components: a series of faculty inservice workshops, additional team leader training, and concrete communication mechanism adjustments. Findings indicate that the level of communication and quality of collegial relationships improved, but did not achieve program objectives. Recommendations are made for increasing shared decision-making in the form of teacher-led committees, awarding teacher recertification credit, and providing flexible scheduling. Appendices include the survey, a list of need indicators, program syllabus, and staff distribution. (24 references) (LMI)

ED 324 396 CE 053 934

Lake Michigan Coll., Benton Harbor.; Moraine Park Technical Coll., Fond du Lac, WI.; Seminole Community Coll., Sanford, Fla.

Marine Engine Technology. Instructor's Guide.

SPONS. AGENCY- Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- 89
NOTE- 488p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; *Marine Technicians; Mechanical Equipment; Mechanical Skills; *Power Technology; *Small Engine Mechanics; Vocational Education
IDENTIFIERS- *Outboard Motors

This instructor's manual covers 20 competency-based instructional units designed to prepare entry-level outboard marine technicians. The first section explains how to use the materials and lists the units and the modules that constitute each. The second section lists the competencies taught in the course. The third section suggests instructional hours for each module. Section 4 lists 17 print references, 11 audiovisual materials, 21 information sheets that appear in the document, 115 pieces of suggested equipment, and 60 pieces of equipment that should constitute a tool kit for every two students. Section 5 lists 10 objectives for an orientation session in marine mechanics. Section 6 contains blank student performance checklists that may be copied. The 20 instructional units cover the following subjects: safety; tools; hardware; service documentation; boats, boat towing, and boat handling; gasoline engines; introduction to sterndrive systems; lubricants; electricity; painting; welding; outboard ignition systems; outboard fuel and oil systems; outboard powerhead electrical and starting systems; outboard powerhead; outboard midsection; gear cases; outboard controls; rigging; and job-seeking skills. The modules that comprise each of these units typically contain a competency statement, a set of instructional objectives, a suggested series of learning activities, checklists that can be used as aids for evaluating students' performance, a master copy of multiple choice tests, and an information sheet. (CML)

ED 324 411 CE 055 845

Anyadoh, Emeka B.; Barrick, R. Kirby
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Relationship between Selected Teacher, Program and Student Characteristics and Student Scores on Their Supervised Occupational Experience Program in Ohio. Summary of Research 57.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Agricultural Education; Farm Visits; Outcomes of Education; Program Effectiveness; *Scores; Secondary Education; *Student Characteristics; *Supervised Occupational Experience (Agriculture); *Teacher Characteristics; Teaching Methods; *Vocational Education
IDENTIFIERS- *Ohio

A study was conducted to identify relationships between selected teacher, program, and student characteristics and supervised occupational experience program (SOEP) scores of high school teachers and their senior students in Ohio. Data were collected through two questionnaires completed by teachers and students respectively. The teacher questionnaire sought data about selected teaching practices, selected teacher characteristics, and selected characteristics of vocational agriculture departments. The second instrument was designed to obtain selected characteristics and the SOEP scores of senior students. The instruments were mailed to 38 teachers in a representative Ohio district. Usable data were received from 33 teachers and their 283 students. The study found that typical teachers in this district in Ohio had 4 years of high school agriculture and 11 years of teaching experience, lived 12 miles from their schools, found their training to be somewhat appropriate, and had extended contracts. The study also found that teachers spent 5 or more days supervising SOE programs at fairs and shows, made 2 or more SOEP visits to students in the summer, and varied widely in the percent of the student grade they based on SOE. Most teacher characteristics were found to have a low relationship with a better SOE, while the selected teaching practices were found to be associated with better outcomes of SOE programs.
Characteristics of the vocational agriculture department associated with students' SOE scores include type of teacher preparation and number of teachers in the department. Students with agricultural career plans, farm residences, and supportive parents tended to have better SOEs. (KC)

ED 324 456 CE 055 974

Wisconsin State Council on Vocational Education, Madison.
Effective Programs for Rural Single Parents.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Education; *Early Parenthood; Educational Needs; Models; *One Parent Family; Parent Child Relationship; *Parent Education; Parenting Skills; *Parent Participation; Postsecondary Education; *Program Development; Program Implementation; *Rural Family
IDENTIFIERS- Wisconsin

This booklet was developed to assist agencies and groups in developing effective programs for single parents in rural areas. Most of the concepts also apply to urban and suburban settings, but rural parents carry the extra burden of great distances and geographic and social isolation. The handbook is organized in six sections. The first section outlines hallmarks of effective programs for single parents and covers program structure, staffing, recruitment, education and training, and curriculum. The second section provides a checklist for getting started in a single-parent program. A list of program "don'ts" is next, followed by a brief section on teen parents. A model program, the Head Start Family Education Program in Glenwood City, Wisconsin, is described in the fifth section. The final section covers program evaluation and participant objectives. The booklet is illustrated with photographs from Wisconsin single parent programs. (KC)

ED 324 471 CE 055 999

Knibbe, Marie Vannozzi; Dusewicz, Russell A.

Center for Literacy, Inc., Philadelphia, PA.; Research for Better Schools, Inc., Philadelphia, Pa.

A Research Study in Retention.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

PUB DATE- Jun 90

NOTE- 212p.; Project Number 98-0027.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Persistence; Adult Basic Education; *Adult Literacy; *Adult Programs; Educational Research; Illiteracy; *Literacy Education; *School Holding Power; *Student Attrition; Student Characteristics; Tutoring; *Tutors

IDENTIFIERS- 353 Project; *Center for Literacy PA

A study of the Center for Literacy's (CFL) program was conducted to provide information on retention and attrition in an urban, open-entry/open-exit, individualized, goal-based literacy program. An exploratory analysis that used student and tutor records from 1985 through 1989 provided a summary of demographics and attendance patterns. This information, staff interviews, and a literature review were used to create working definitions of retention and attrition and to form research questions. The study also conducted statistical analysis of variables affecting retention. These variables were found to have a statistically significant effect on student retention: sex, instructional level, age, ethnic membership, dependents, employment, previous educational experience, handicap, area of residence, and area of instruction. Some program implications that were developed focused on: specific, individualized student goals and interests; increased student support from staff; topic-oriented small group instruction; increased flexibility for special needs; ongoing tutor/teacher support; and drop-in centers for transition periods. These significant tutor variables were identified: age, educational background, and ethnic membership. Program implications regarding tutors were also developed. (Thirty-two references are cited. Appendixes include a sample student data file and numerous additional tables.) (YLB)

ED 324 487   CE 056 026

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
To Review the Vocational Rehabilitation Program and H.R. 3053. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, Second Session.
PUB DATE- 8 Mar 90
NOTE- 96p.; Serial No. 101-40. Document contains some small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Employment Programs; *Federal Programs; Hearings; Job Skills; *Job Training; Postsecondary Education; *Program Effectiveness; *Program Improvement; Veterans; *Veterans Education; *Vocational Rehabilitation
IDENTIFIERS- Congress 101st

This document reports the oral and written testimony of witnesses at a Congressional hearing held to review the vocational program and examine H.R. 3053, which would allow the Secretary of Veterans' Affairs to issue exemplary rehabilitation certificates for certain persons discharged from the Armed Forces. Witnesses included Members of Congress, representatives of veterans' groups, the national employment director of Disabled American Veterans, and officials of the Vocational and Rehabilitation Service. Witnesses testified that veterans' education and rehabilitation programs are extremely cost effective and noted that more personnel are needed in order to do a better job of placing veterans in training programs. They also noted the difficulties of helping with some veterans' problems, such as lack of transportation, and recommended shortening the amount of time needed to be placed in programs. Some witnesses also noted that outreach provisions of the bill would be difficult to meet. Witnesses did not object to allowing some veterans' discharges to be changed, but differed as to which agency should handle the paperwork. (KC)

ED 324 531 CE 056 141

Miller, Marinell

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Cooperation between Special Education and Vocational Rehabilitation: An Examination of Role Functions, Inservice Needs, Attitudes and Values.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.; Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Jun 90

NOTE- 51p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitudes; Cooperative Planning; *Cooperative Programs; Coordination; *Counselor Role; *Disabilities; Education Work Relationship; *Institutional Cooperation; Postsecondary Education; Rehabilitation Counseling; Supported Employment; *Vocational Adjustment; *Vocational Rehabilitation

IDENTIFIERS- *Missouri

This study examined the relationships between Vocational Adjustment Counselors (VACs) and Vocational Rehabilitation Counselors (VRCs) in Missouri and identified factors that are related to cooperative programming between special education and vocational rehabilitation. The population for the study consisted of all VACs (n=147), all state-federal VRCs assigned to cooperative education programs, and state-federal VRCs with other types of assignments in Missouri (n=145). Usable surveys were returned by 74% of this sample (VRC-83%, VAC-64%). Some of the findings of the study were the following: (1) VACs are spending more time teaching and less time supervising students on work sites, or developing work stations; (2) VRCs also were spending less time on job development or supervision; (3) clarification is needed regarding responsibilities and roles of VACs and VRCs in supported employment and job placement; (4) perceptions of the groups toward the other was more negative if they had not worked together in special education; and (5) the groups shared more similarities than differences in values, but VRCs valued economic returns more than did VACs, VACs valued responsibility more. Further training was recommended regarding aspects of work roles for key transition personnel. VAC and VRC surveys are appended. (KC)

ED 324 580 CG 022 836

Dole, Arthur A.; And Others
The New Age Movement: Fad or Menace?
SPONS. AGENCY- Pennsylvania Univ., Philadelphia. Graduate School of Education.
PUB DATE- Jul 90
NOTE- 27p.; Paper presented at the Annual Convention of the International Council of Psychologists (48th, Tokyo, Japan, July 14-18, 1990). Research also supported by the American Family Foundation.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Beliefs; *Mysticism; Philosophy
IDENTIFIERS- *New Age Movement; *Occultism

This paper presents selected opinions held by a panel of specialists in cult behaviors about the New Age movement, emphasizing those positions about which there is most consensus. These specialists included advisory board members from the American Family Foundation (AFF),which has sponsored publications and workshops on Satanism and on the New Age, and fellows of the Committee for Scientific Investigation of Claims of the Paranormal (CSICOP), which stresses critical analysis of occult phenomena. These two panels of experts completed a Likert scale survey giving their responses to 340 items classified into 5 parts: (1) 65 New Age terms, assessing extent of acquaintance and relative harm or benefit of the term; (2) 82 statements, including new age philosophies and opinions about New Age, soliciting agreement or disagreement; (3) 14 criteria suggested as more or less characteristic of the New Age movement; (4) 12 statements to be rated for importance for scientific study of a New Age program; and (5) 67 statements describing a practice involving a child, teenager, or youth. Results of the survey suggest a consensus that New Age programs and philosophies, with their combination of Eastern mysticism, experimental approaches to psychotechnology, the emphasis on experience, the desire for transformation, and the profit motive combine to create a strong potential for developing cultist modes of relating, including brainwashing and psychological manipulation and coercion. (TE)

ED 324 611 CG 022 871

Balding, John
Exeter Univ. (England). School of Education. HEA Schools Health Education Unit.
Young People in 1988. The Health Related Behaviour Questionnaire Results for 33,459 Pupils between the Ages of 11 and 16.
SPONS. AGENCY- Health Education Authority, London (England).
PUB DATE- 89
NOTE- 343p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adolescents; Dental Health; *Drinking; Drug Abuse; Eating Habits; Elementary Secondary Education; Employment; Foreign Countries; Homework; *Incidence; *Preadolescents; Sex Differences; Smoking; Student Behavior; Trend Analysis
IDENTIFIERS- *United Kingdom

Since 1983 the Health Education Authority Schools Education Unit has been providing a survey service to schools throughout the United Kingdom. The service enables a school to survey the health behavior of boys and girls at different ages. The purpose is to make the planning of programs in Health and Social Education in the schools more realistic. Health behaviors in the areas of substance use, dental care, diet, homework, jobs, leisure, medication, money, physical activity, road use, self-esteem, sharing problems, social activities, smoking, sleeping times, and television habits were examined. The 1988 sample included 33,459 students between the ages of 11 and 16. Trends in these areas are reported: (1) consumpticn of alcohol; (2) smoking; (3) weight-watching; (4) reasons for cleaning teeth; (5) use of paracetamol or other painkillers; (6) having a regular job during term-time; (7) visiting a disco within the past 2 weeks; and (8) main source of sex information. One-hundred fifty pages of data tables which report results of the surveys are included. Data are divided into the topics of diet; doctor and dentist; health and safety; home; drugs; money; road use and sport; and social and personal. Version 11D of the questionnaire is appended. (ABL)

ED 324 677 CS 212 531

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Guidelines on Non-Sexist Language = Pour un Langage Non Sexiste.
PUB DATE- 89
NOTE- 25p.; A publication of the Office of Conferences, Languages, and Documents.
LANGUAGE- English; French
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - General (050)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Foreign Countries; Guidelines; International Communication; *Language Patterns; Policy Formation; *Sex Fairness; *Sexism in Language
IDENTIFIERS- *UNESCO

This booklet was developed in response to a UNESCO resolution calling for the avoidance of gender-specific language. The booklet is intended to help authors and editors avoid writing in a manner that reinforces questionable attitudes and assumptions about people and sex roles. The bilingual booklet discusses problems of ambiguity (cases where it is unclear whether the author means one or both sexes) and stereotyping (where the writing conveys unsupported or biased connotations about sex roles and identity). Numerous examples of sexist language, possible alternatives, sexist and alternative comments are listed, followed by titles and forms of address. (SR)

ED 324 693   CS 212 549

Dollerup, Cay; And Others
Reader, Text, Translation, and Interpretive Potentials.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Studies; Cultural Context; Cultural Influences; Folk Culture; Foreign Countries; Language Arts; Language Processing; *Language Role; *Literary Criticism; Literature; Literature Appreciation; *Reader Response; *Reader Text Relationship; Social Influences; *Translation
IDENTIFIERS- Folktales; *Literature in Translation

No matter what pains translators take to produce a target-language text "identical" to the source-language text, criticism and/or translation of an original literary work cannot be the same in different language communities. That translation may change potentialities in the textual experience is particularly obvious in literature with a strong cultural color, such as folkloristic material. Three examples from Danish and English texts illustrate differences at the textual level: in the first case, the order of presentation is altered; in the second case, specialist terminology is omitted; and in the third, one brief but crucial speech has been interpreted in a special way. The common denominator is that the linguistic middlemen have misinterpreted some factors which are organic to the work as a whole. These factors, as well as other linguistic, social, and religious differences reflected in languages, lead to changes in the textual potentialities, and hence differences in the receptions and interpretation of the text in different languages. Criticism based on texts in translation, therefore, applies primarily to the target-language versions and becomes part of the critical heritage, i.e., hypotheses about the readers' experiences, in the target-language culture. With the wider diffusion today of literature from many countries, an awareness of the foregoing considerations is a necessity for contemporary scholars and researchers in literature. (Thirteen references are attached.) (KEH)

ED 324 710   CS 507 279

Ridout, Susan Ramp

The Parent-Teacher Connection--How To Achieve It.

PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Communication; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; *Teacher Role
IDENTIFIERS- Parent Responsiveness

A teacher needs to make a conscious effort to get parents involved in their child's education. To gain such parental involvement, the teacher must first establish open communication lines. After this, the teacher can encourage parents to become active partners in education by providing workshops; asking parents to serve on committees; and asking them to become school volunteers. Even parents who are unable to become involved during school hours may show their interest by helping with home learning activities prepared by the teacher. (Author)

ED 324 774 EA 022 297

Butler-Williams, Lydia A.; Kpo, Wolandyo
A Study of Teachers' Attitudes toward School Reform.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; High Schools; Participative Decision Making; *Pilot Projects; *Resistance to Change; *School Based Management; *State Legislation; *Teacher Attitudes; Teacher Characteristics; Urban Schools

The study summarized in this report explored the attitudes of 320 teachers employed at three ethnically diverse high schools selected to pilot the Model Schools Project during the 1988-89 school year. The survey was returned by 164 teachers. The researcher-developed study questionnaire elicited attitudes toward school reform, perceptions of the Illinois School Reform Act in general, and policy changes directly affecting classroom teachers. The attitude scale generated measures on two constructs: endorsement of school reform and anxiety about the specific policy changes. Several analyses (the independent T-test, pairwise comparisons, and polarized categorizations) were employed to evaluate the effects of teacher characteristics on the endorsement and anxiety scales. Teachers generally appear to have low endorsement of the School Reform Act and some anxiety about the proposed policy changes. The most experienced teachers were the most anxious and had the lowest endorsement for the reform bill. Teachers directly involved in the school's pilot of a school-based management model had significantly greater endorsement and expressed lower anxiety than nonparticipants. Conclusions and implications of teachers' low endorsement/low anxiety attitude profiles are discussed. (11 references.) (MLH)

ED 324 824 EA 022 375

Disario, Paul
California School Boards Association, Sacramento.
The Board and the Budget: What Every School Board Member Should Know about Sound School Financial Management.
PUB DATE- Jul 87
NOTE- 72p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Boards of Education; *Budgeting; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Enrollment Projections; Expenditure per Student; *Financial Policy; Fiscal Capacity; Legal Problems; Recordkeeping; Resource Allocation; School Accounting; School District Spending; State Courts; State Legislation
IDENTIFIERS- *California

Information on California public school finance and basic financial principles vital to effective school financial management is provided in this guidebook for school board members. As a result of recent legislative and judicial actions, knowledge about budgeting and financial equity is crucial for policy makers. Five chapters discuss financial reporting; budget development, performance, and control; assessment of district financial health; and small school districts. Twenty-four tables and a glossary are included. (LMI)

ED 324 426 CE 055 878

Department of Education, Washington, DC. Office of the Secretary.; Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Georgia Governor's Office, Atlanta.; Office of Personnel Management, Washington, D.C.
Challenge 21. Building Tomorrow's Public Service. Report of the Multilevel Public Sector Leadership Symposium (Lake Lanier Islands, Georgia, March 22-23, 1990).
PUB DATE- Mar 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; *Career Choice; City Government; Employment Opportunities; *Employment Problems; Employment Projections; Employment Qualifications; Federal Government; *Government Employees; Government Role; Job Applicants; Labor Force; Labor Market; *Labor Needs; Public Sector; *Public Service Occupations; *Recruitment; State Government
IDENTIFIERS- *Georgia (Atlanta)

This document summarizes the discussions held at a conference of public sector executives and human resource managers designed to address the problems of attracting and keeping good workers in public service. Presentations made by the governor of Georgia, federal officials, educators, and regional representatives in three plenary sessions emphasized (1) the impact of social issues; (2) the impact and challenge of technology; and (3) ethics and the public sector's image. Following these sessions and group discussion, the conference participants suggested ways to improve the image of public service in order to attract and retain more qualified employees. Among issues addressed were the need for innovative strategies for recruitment and hiring, for improving and workplace environment, for accommodating family-work life needs and to offer other benefits now commonplace in the private sector. The participants also suggested ways to address the many social and technology-related issues that impinge on the work force. Finally, local, state, and federal participants meeting separately set objectives for each level and suggested action steps for the future. (KC)

ED 324 441 CE 055 954

Carr, Kathryn S.
Literacy in the Workplace: A Whole Language Approach.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Basic Skills; *Corporate Education; Education Work Relationship; *Literacy Education; School Business Relationship; *Whole Language Approach
IDENTIFIERS- *Workplace Literacy

The personnel director of a local industry requested reading help from Central Missouri State University for several employees. After several meetings, a workplace literacy program that used the whole language approach supplemented by direct instruction in word recognition skills was developed. Two types of tests were written. One, a vocabulary test, required the participant to identify 40 industry- or safety-related words instantly and out of context. The terms were drawn from Occupational Safety and Health Administration forms, technical manuals from the company, and the book entitled "Occupational Literacy" (Rush et al., 1986). The second test used the Cloze procedure as a simple and relatively accurate way to assess background knowledge necessary for general comprehension. Participants spent the first day of the program getting acquainted, browsing through magazines and newspapers for interesting articles, learning the VAKT (visual, auditory, kinesthetic, and tactile) method of study, writing journals, and having individual conferences with the instructor to set goals. Days 2-5 were spent reading self-selected materials, continuing word study routines established the first day, and using an informal reading inventory to begin individualized assessment. Ongoing procedures continued and expanded these activities with the aim of enabling participants to meet personal reading goals, build confidence and motivation, increase speaking and writing skills, and increase volume of reading and reading for pleasure. Appendices contain vocabulary development activities, word study procedures, screening instruments, a lesson plan, information on naturalistic assessment of reading, and lists of materials. (Includes 14 references). (CML)

ED 324 516 CE 056 100

Illinois State Council on Vocational Education, Springfield.
Access of Targeted Populations to Quality Vocational Education.
Report 5.
PUB DATE- 8 Mar 89
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Access to Education; Adult Basic Education; Disabilities; Displaced Homemakers; Dropouts; Economically Disadvantaged; *Educationally Disadvantaged; Educational Quality; Institutionalized Persons; Limited English Speaking; *Minority Groups; One Parent Family; Postsecondary Education; Potential Dropouts; Secondary Education; *State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- Illinois

This report provides information about special populations in Illinois as well as information about services and programs designed to serve these targeted groups. It addresses the needs, services, and resources for making vocational education programs accessible to the populations identified at both the federal and state levels for targeted emphasis. Introductory sections discuss responsibility for access, the Illinois population, and educational facilities and enrollments. Information is provided on these specific populations: economically disadvantaged; incarcerated population; minority populations; dropouts and potential dropouts; work force members needing retraining; single parents/homemakers; and disadvantaged, handicapped, and limited English speaking persons. For each population, this information is given: a description of the population in need, number served, and services provided. Results are then provided of a survey of 61 vocational education delivery system administrators and 49 community college deans that assessed their perceptions of recent events that affected access to vocational education. Respondents (85% of the individuals surveyed) gave comments and registered their ratings on Likert-type scales regarding the following developments: (1) federal funding for special populations via the Carl D. Perkins Vocational Education Act; (2) school reform initiatives, including increased high school graduation requirements; and (3) Illinois' Education for Employment Policy. A final section makes recommendations and suggests actions by the State Board of Education to continue to emphasize access of vocational education and populations, monitor the results of programs in place, and plan for the needs of future workers in Illinois. Twenty-four references are appended. (YLB)

ED 324 627 CG 022 889

Schuh, John H., Ed.
American Coll. Personnel Association, Washington, D.C.
Financial Management for Student Affairs Administrators. ACPA Media Publication No. 48.
PUB DATE- 90
NOTE- 156p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Administrators; *Financial Policy; Higher Education; *Money Management; *Student Personnel Services

This book offers a perspective on the current financial environment in higher education and helps student affairs officers improve their skills in fiscal and budgetary management. "Current Fiscal and Budgetary Perspectives" (John Schuh) describes the fiscal environment in which student affairs operates and discusses budgeting approaches. "Private Versus Public Institutions: How Do Financial Issues Compare?" (Donald Mills and Margaret Barr) points out some differences and similarities in fiscal management issues in independent and public institutions. "Trends in Management Information Systems for Student Affairs Officers" (Jerry Quick) examines hardware and software needs, networking, training, and getting started with such a system. "Dimensions of Financial Management in Admissions Services" (Linda Clement) discusses the impact of enrollment on institutional revenues and the management of the admissions office. "Can You Get There From Here? Assessing the Direction of Student Financial Aid Administration From a Student Affairs Perspective" (Susan Pugh) identifies questions appropriate to the management of the financial aids office. "Funding and Financial Management of Counseling Centers" (Donald Nance) describes the financial environment of counseling centers and identifies sources of funding. "Financial Management of Student Health Services" (Scott Rickard and Debra Benoit Sivertson) identifies current trends in student health services and describes seven funding models. "Auxiliary Enterprises: Running a Business Within an Institution" (Michael Noetzel and James Hyatt) describes major issues facing auxiliary services on college campuses and presents management trends. "Evaluating Financial Management in Student Affairs" (George Kuh and Elizabeth Nuss) introduces the not-for-profit model as an interesting framework for evaluating student affairs. (NB)

ED 324 727 CS 507 302

Winsor, Jerry L.; Curtis, Dan B.
Ethics in Higher Education.

PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- College Students; Course Content; Curriculum Design; *Ethics; Higher Education; Interpersonal Communication; Mass Media; *Persuasive Discourse; Prosocial Behavior; Public Speaking; Speech Communication; *Teacher Role; Teaching Methods; Values; *Values Education
IDENTIFIERS- Speech Communication Education

A general discussion of the nature of ethical values of the specific issues related to teaching such values leads to several specific suggestions as to how to accomplish ethical value education in communication. Ethical values education should be integrated throughout the curriculum of higher education in general and communication education in particular to encourage cultural diversity and pluralism. Specific ethical values can easily be stated in the syllabus, as numerous values are implicit in each discipline, and explained very early in the course. Case studies, writing and speaking assignments, and discussion questions could be used to provoke students' thinking about ethical issues. Additionally, reading lists that reflect a variety of ethical points of view can be used to complement the values of students and instructors and sharpen the analytical skills of both faculty and students. Finally, every university faculty member should receive training in values-added instruction as an aid in design and implementation. (Twenty-four references and an appendix containing possible assignments are attached.) (KEH)

ED 324 743 EA 022 198

Weis, Lois, Ed.; And Others
Dropouts from School: Issues, Dilemmas, and Solutions.
PUB DATE- 89
NOTE- 245p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) a
DESCRIPTORS- Athletes; Black Community; Disadvantaged Environment; Disadvantaged Youth; *Dropout Characteristics; Dropout Prevention; Dropout Programs; Dropout Research; *Dropouts; Economically Disadvantaged; Elementary Secondary Education; Females; Lower Class Students; Minimum Competency Testing; Poverty; Rural Schools; School Effectiveness; Social Environment; Social Services; Socioeconomic Influences; Student Evaluation; Student Motivation; Urban Teaching

A holistic analysis of the dropout problem is presented in this collection of essays, which critically examines a variety of research traditions. The book examines the major groups within the dropout population, factors within schools that contribute to dropping out, and the larger social and economic context within which dropping out occurs. Articles include: "Dropping Out: Can Schools Be Expected to Prevent It?" by Gary G. Wehlage; "Bein' Wrapped Too Tight: When Low-Income Women Drop Out of High School," by Michelle Fine and Nancie Zane; "Dropout Issues and Problems in Rural America, with a Case Study of One Central Appalachian School District," by Alan J. DeYoung with Karen Huffman and Mary Ellen Turner; "Dropping Out of Academics: Black Youth and the Sports Subculture in a Cross-National Perspective," by R. Patrick Solomon; "Social Services in High Schools," by Eleanor Farrar and Robert L. Hampel; "Urban Teachers and Dropout-Prone Students: The Uneasy Partners," by Charles Payne; "Competency Testing and Dropouts," by Amelia E. Kreitzer, George F. Madaus, and Walt Haney; "Reducing Student Alienation in High Schools: Implications of Theory," by Fred M. Newmann; "The Individual in Collective Adaptation: A Framework for Focusing on Academic Underperformance and Dropping Out among Involuntary Minorities," by John U. Ogbu; and "American Realities: Poverty, Economy, and Education," by Michael W. Apple. (LMI)

ED 324 759 EA 022 276

Thom, Douglas J.
Financing Elementary and Secondary Education in Ontario: Toward the Future.
PUB DATE- Jun 90
NOTE- 49p.; Paper presented at the Learned Societies Conference of the Canadian Association for the Study of Educational Administration (Victoria, British Columbia, Canada, June 1990). Figures 1 and 2 illegible.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Delphi Technique; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Foreign Countries; *Models; *Private Education; *Public Education; *School Taxes
IDENTIFIERS- *Ontario

The British North America Act of 1867 mandates the education of Canadians as a provincial responsibility, although some funding comes from federal sources and municipalities share expenditures with provincial authorities. This paper summarizes a study that investigated effective methods of financing elementary and secondary education in Ontario. The current education funding model, based on a mill rate grant plan, provided a framework for describing, expanding, and revising the system. Several research questions were addressed under the following headings: (1) governance of education; (2) revenue from taxation and federal grants; (3) budgeting; (4) expenditures; and (5) issues for the future. Using a Delphi technique, a sample of 20 knowledgeable individuals were asked to reach a consensus on the "best" future financing scheme through addressing the research questions. Results are summarized under the headings for those questions. In recent years, the funding of Ontario public education has undergone rigorous review. Key issues examined are expansion of the separate (Catholic) and independent school systems, pooling of commercial and industrial assessment, ceiling limits, tax bases, sharing of control, and the provision of equality and equity. Findings indicate the importance of maintaining a proper balance between political and educational motives in decisions, and highlights the need for developing healthy attitudes toward the value of education and schools. Several directions from these findings are presented. Five figures and two tables are appended. (21 references) (MLH)

ED 324 502 CE 056 059

Dave, R. H., Ed.; And Others
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Learning Strategies for Post-Literacy and Continuing Education in Brazil, Colombia, Jamaica and Venezuela. Outcomes of an International Research Project. UIE Studies on Post-Literacy and Continuing Education 5.
PUB DATE- 86
NOTE- 293p.; Project organized in co-operation with the German Commission for Unesco, Bonn. For other studies in this series, CE 056 055, ED 268 223 and CE 056 057-060.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adult Education; *Continuing Education; Educational Practices; Educational Strategies; Foreign Countries; *Learning Strategies; *Lifelong Learning; *Literacy Education; Postsecondary Education; Program Content; Program Development; Teaching Methods
IDENTIFIERS- Brazil; Colombia; Jamaica; Venezuela

Many countries have recently launched massive programs to promote nation-wide adult literacy, but while these efforts have been commendable, it has been observed that neo-literates who acquire literacy through such programs have great difficulty in retaining it; hence an urgent need to develop suitable programs of post-literacy and continuing education has been felt. In 1980, Unesco's Institute for Education initiated a major research project designed to respond to this need. The research was carried out within the broad framework of lifelong education, and resulted in the series of case studies of which this volume is a part. The following papers are included: "Post-literacy and Lifelong Education of New Literates in Brazil" (A. M. Coutinho, L. M. Carmo Chaves, and V. Galveo); "Literacy, Post-literacy, and Continuing Education Programs in the Perspective of Lifelong Education in Colombia" (Lino Hurtado Bolivar); "The Development of Learning Strategies for Post-Literacy and Continuing Education in Jamaica" (Miriam Moulton-Campbell); and "The Development of Learning Strategies for the Post-Literacy and Continuing Education of Neo-Literates in Venezuela in the Perspective of Lifelong Education" (Antonio Valbuena Paz). The case studies discuss or provide some or all of the following components: general background information on the geography, economy, and political situation of the country under study; literacy and post-literacy initiatives; specific learning strategies (including sample instructional materials); demographic data; the organizational structure of the country's formal educational system; information on available nonformal education; and descriptive data on literacy trainees. (MN)

ED 324 644   CS 010 263

Worsnop, Chris M.
A Procedure for Using the Technique of the Reading Miscue Inventory as a Remedial Teaching Tool with Adolescents.
PUB DATE- Jun 80
NOTE- 174p.; Ed.M. Queen's University (Ontario). Some of the case study materials (p.74-149) are barely legible. Appended are two papers by John W. Woodley of Retrospective Miscue Analysis.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) l
DESCRIPTORS- Case Studies; Elementary Secondary Education; Foreign Countries; *Miscue Analysis; Reading Attitudes; Reading Improvement; Reading Instruction; *Reading Processes; Reading Research; *Reading Skills
IDENTIFIERS- *Reading Miscue Inventory

A 3-year project developed a procedure to achieve the objectives of using miscue analysis in the reading program in a way that is economical in time, applicable to more than one student at once, and usable as a teaching tool as well as a diagnostic tool. Three separate trials, in 1975, 1976, and 1977, refined and developed the procedure until it could be used with groups of up to eight students at a time and produce reading improvement. Students were involved in analysis of the tapes after one student had read each day. All eight students were invited to add to the tell-back, and to take part in the discussion of the miscues. Students reported benefits from the procedures even before they had an opportunity to read. Each of them read at least once and took part in the analysis of the other readings. The importance of the students' self-image, and of the tutor's support for positive self-image, did not form part of the original hypothesis but emerged during the trials as a vital aspect of the whole program, inseparable from reading improvement. Conclusions emerging from the three years of project work establish the viability of this procedure as a useful teaching tool, while leaving other questions to be answered in follow-up projects. (Two figures are included and 13 references are attached. Appendixes include transcripts of interviews held with all participants in the 1976 projects and case studies from the 1976 project.) (MG)

ED 324 660 CS 010 281

Albert, Elaine Acker
Systematic Basic Phonics. A Handbook for the 20th Century.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; *Decoding (Reading); Elementary Education; Oral Reading; Parents as Teachers; *Phonics; *Reading Instruction; *Reading Skills

Designed for use in the home, this booklet describes how someone can be taught how the alphabet works; that is, by decoding the ABC's into spoken language. Among the steps to decoding discussed in this booklet are these: (1) teaching the sounds of individual letters; (2) teaching the different sounds of the vowels; (3) sounding out little words; (4) teaching diphthongs; and (5) dealing with exceptions in the English language. The booklet concludes with suggestions on appropriate reading materials. (RS)

ED 324 678 CS 212 532

Buscemi, Santi V.
Sources of Inspiration: Using Literature in the Developmental Writing Class.
PUB DATE- Oct 89
NOTE- 13p.; Paper presented at the Annual Northeast Regional Conference on English in the Two-Year College (24th, Albany, NY, October 12-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Basic Writing; Higher Education; Journal Writing; *Literature; Reading Writing Relationship; *Writing Teachers
IDENTIFIERS- Basic Writers; Writing about Literature; *Writing Development

One of the most important advantages to using literature with developmental writing students is that some pieces can be used as illustrations of important rhetorical principles and strategies that the instructor would like students to use in their own writing. The most important reason to use literature has to do with its usefulness as a source of inspiration. To build the students' confidence, teachers need to involve them in reading that elicits powerful, often very personal, reactions to written language. One way to use literature as a springboard for creative efforts is by asking students to keep a journal in which they can record responses to brief writing prompts designed to help them improve their understanding of literature. The instructor must choose selections that are accessible to the student both in vocabulary and in subject matter. The objective is not to introduce students to the study of literature, to important cultural phenomena in the canon, or even to new vocabulary. It is to foster their growth as writers. Instructors must also prepare their classes somewhat differently and perhaps more carefully when using literature as a springboard for developmental writers. (MG)

ED 324 711 CS 507 280

Elmes-Crahall, Jane
A Rhetorical Criticism-Women's Studies Course: Exploring Texts and Contexts in the American Woman's Suffrage Movement.
PUB DATE- 3 Nov 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; *Course Content; Critical Thinking; Females; Higher Education; Interdisciplinary Approach; Reading Materials; *Rhetorical Criticism; Rhetorical Theory; Social History; Speech Communication; Student Interests; Thematic Approach; *Womens Studies; Writing Assignments
IDENTIFIERS- Feminist Criticism; Wilkes College PA; *Womens Suffrage

An undergraduate course in rhetorical criticism at Wilkes University incorporated a major component on the rhetoric of the American Woman's Suffrage Movement. Considerable time was devoted to critiquing "traditional" approaches to rhetorical criticism from a feminist perspective and to questioning the appropriateness of various methodologies for conducting criticism of the rhetoric of diverse groups. The relationship between rhetorical texts and historical contexts was a sustained theme throughout the course. Five major critical methodologies, including situational, argument, neo-Aristotelian, genre, and dramatistic perspectives were used to explore the rhetoric of women's suffrage. Additionally, students gained insight into historical context by conducting textual analyses. Emphasis was placed on locating and reading original texts and doing close textual analyses as a means of comprehending historical periods. (Sixteen references and three appendixes containing the course syllabus and in-class writing assignments are attached.) (KEH)

ED 324 792 EA 022 321

Herman, Joan L.
California Univ., Los Angeles. Center for the Study of Evaluation.
Political and Practical Issues in Improving School Boards' Use of Evaluation Data.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrators; *Boards of Education; Data Interpretation; Decision Making; Elementary Secondary Education; Evaluation Criteria; *Evaluation Utilization; Formative Evaluation; Informal Assessment; Research Needs; *Research Utilization; *Test Use; Use Studies
IDENTIFIERS- *California

This study analyzes the ways in which school boards assess and utilize evaluation data and their attitudes toward testing. Interviews with 27 school board members from 10 districts indicate that board members tend to rely on informal working knowledge over formal information, and on district administrators' judgments. Findings suggest that simple changes in data reporting, such as inclusion of executive summaries and clear graphic displays, will improve clarity and usefulness. However, members' lack of familiarity with basic research principles, reliance on experiential-based knowledge, and preoccupation with administrative concerns suggests that improving data quality and usefulness will have a marginal impact on educational quality. A conclusion is that the technical problems of providing reasonable, useable data are tractable, and that feasible solutions can be found; however, if they are to have an impact on educational quality, larger sociopolitical issues must be addressed. Appendices contain the interview guide, three graphs, and seven tables. (4 references) (LMI)

ED 324 808 EA 022 346

Rapple, Brendan A.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
Payment by Educational Results: An Idea Whose Time Has Gone? Thirty-Five Years of Experimentation with Educational Efficiency in England (1862-1897). MacArthur-Spencer Series Number 14.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accountability; Achievement Tests; *Educational Finance; Elementary Secondary Education; Expenditure per Student; Federal Aid; *Financial Policy; Foreign Countries; Incentives; Instruction; Merit Rating; *National Competency Tests; Resource Allocation; Social Control; Standards
IDENTIFIERS- *England

A historical mode of inquiry to inform public policy discussions on accountability and economic efficiency in the public schools is presented. "Payment of results," a method of accountability instituted in the English elementary education system during the last-half of the 19th century, which was based upon governmental grants dependent upon student academic performance. Major criticisms are its emphasis on social control, mechanical nature, and the relationship between education and value for money. A conclusion is that payment by results was a restrictive system of educational accountability that impeded educational progress in England for the second-half of the 19th century, and that long-term benefits were sacrificed for short-term financial reward. True accountability should not be contingent upon examination results because the pedagogical methods used to attain those results will be mechanical, nonhumanistic, and detrimental to students. (191 references) (LMI)

ED 324 457 CE 055 976

Olson, Susan J.

Home Economics Education: A Review of the Literature on the Impact of a Decade of Change.

PUB DATE- Oct 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- College Graduates; *Educational Change; *Educational Trends; *Employment Opportunities; Higher Education; High School Graduates; *Home Economics Education; *Home Economics Teachers; Labor Market; Secondary Education; *Teacher Supply and Demand

This paper examines how the field of home economics education adapted to changes in the fields of education and home economics in the last 10 years. National trends and issues related to the employment and education of teachers are discussed with emphasis on influential factors and events such as enrollment declines and changes in the demand for public school teachers. Factors and events influencing changes in home economics and home economics education, including enrollment trends, the labor market for home economics graduates, and overall changes in the field, are examined. The relationship between home economics and home economics education is discussed. The paper concludes that the field of home economics education is in a state of transition, even more so than the broader field of education, and that changes in opportunities for women have affected both of these fields. (61 references) (CML)

ED 324 549   CE 056 195

Field, M. J.
Further Education Staff Coll., Blagdon (England).
Bringing about Curriculum Change. Parts A-E. Information Bank
  Working Paper Number 2487A-E.
PUB DATE- Mar 88
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Change Strategies; Continuing Education; *Curriculum
  Development; *Educational Change; Foreign Countries; *Models;
  Postsecondary Education; *Resistance to Change; Vocational
  Education
IDENTIFIERS- England

These five papers address various issues related to bringing about curriculum change. The first focuses on developing a strategy. It discusses the concept of performance gaps, identifying the cause of the performance gap, and involvement in decision making. Paper 2 on the nature of the proposed change provides a number of ideas or frameworks for thinking about change. The third paper describes a number of well-documented models or strategies that can be called upon by those responsible for bringing about change. The three major models considered are the research, development, and diffusion model; the social interaction model; and the problem solving model. The fourth paper focuses on managing resistance to change. Emphasis is on possible sources of resistance. The final paper provides checklists to aid in the estimation of resistance. A balance sheet is then presented into which the factors working for and against the curriculum change can be arranged. (YLB)

ED 324 565 CG 022 819

Horton, Janice M.
A Problem Solving Program to Aid Stress Reduction in Sixth Grade Students.
PUB DATE- Jun 90
NOTE- 66p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Coping; *Grade 6; Intermediate Grades; Junior High Schools; *Junior High School Students; *Problem Solving; Program Effectiveness; *Stress Management; *Stress Variables

Stress is a part of everyday life for adolescents with puberty as stress affecting sixth grade students (N=27) was addressed in a junior high school with a program designed to reduce stress through problem solving. Two evaluation devices, the Barksdale Stress Evaluation and the "My Stress Level" Test were used for pre- and post-test comparison. In the program, students were introduced to the concept of stress, were taught how to recognize it, and were trained to combat it through problem solving techniques. The program was implemented in a 12-week period. Evaluation of the pre- and post-test results indicated that long-term stress levels decreased but short-term stress levels increased. Attitudinal changes within the group were noted as well. It was concluded that problem solving as a stress reduction technique is helpful at the sixth grade level. (Appendices include surveys, stress evaluation instruments, progress evaluations, sample problem solving exercises, student worksheets, and teacher evaluations.) (Author/ABL)

Curwin, Richard L.; Mendler, Allen N.
Am I in Trouble? Using Discipline to Teach Young Children Responsibility. Suggestions for Parents, Teachers, and Other Care Providers for Children to Age 10.
PUB DATE- 90
NOTE- 143p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Development; *Child Rearing; *Discipline; Early Childhood Education; *Parent Child Relationship; Parent Influence; Preadolescents; Problem Solving; Self Esteem; Skill Development; Young Children

This book describes ways that parents, teachers, and caregivers can give children the support, encouragement, and problem-solving skills they need. It is designed to help these adults work together with children to create the best environment for a child's emotional, physical, and intellectual well-being. The emphasis is on skills for positive relationships with children. Real-life situations are used to illustrate creative and sensitive responses to adult-child issues. Key issues covered in the book include: (1) how good discipline enhances children's self-esteem; (2) how to teach discipline with dignity and respect; (3) how to teach young children the natural and logical consequences of their actions; (4) differentiating between consequences and punishment; (5) setting effective limits and keeping them; and (6) how to solve problems together. Other topics examined in individual chapters are the purpose of rules, communicating, empowering, negotiating, humor, the bottom line, family living, and common problems and situations. (NB)

ED 324 775 EA 022 298

Dickson, LouAnn
Student Achievement and Career Ladder Status.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Career Ladders; Class Size; Elementary Secondary Education; *Incentives; Professional Development; *Program Evaluation; Scores; *Teacher Salaries
IDENTIFIERS- *Mesa Public Schools AZ

The Career Ladder Teacher Incentive Program was designed by the Arizona legislature to attract, motivate, and retain talented teachers with both professional recognition and monetary incentives. The program was also intended to improve student achievement. Using carefully matched samples of career-ladder and non-career-ladder teachers in Mesa Public Schools, the study summarized in this report compared mean class scores between and within these groups on the Iowa Test of Basic Skills in a 2-year investigation. When these means were analyzed they did not achieve statistical significance in most cases. However, classes with career-ladder teachers scored an average of from 2 to nearly 6 points higher than those taught by non-career-ladder teachers. According to research (by Glass and Smith), as class size decreases, student achievement increases. Increasing student achievement by 6 percentiles in a class of 26.7 students (the Mesa District average) places these students' achievement levels near those expected of a class of 15 students. These data reflect only the first 2 years of career ladder implementation. Results will become clearer as goals and objectives are clarified, procedures and reporting become standardized, and wider teacher acceptance and participation become a reality. So far, the pilot program is achieving its goal. (13 references) (MLH)

ED 324 825 EA 022 379

Fuhr, Don
National Association of Elementary School Principals, Alexandria, VA.

Supervising the Marginal Teacher.

PUB DATE- Oct 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; *Principals; *Teacher Administrator Relationship; Teacher Behavior; Teacher Discipline; Teacher Effectiveness; Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Marginal Teachers

Strategies for principals in supervising marginal teachers are described. Procedures for handling three types of marginal teachers are addressed, which depend on the causes of teacher ineffectiveness. Causes include lack of training, personal problems, and poor attitude. Conclusions are that principal action is necessary to maintain school excellence and respect of the school staff. (LMI)

ED 324 397 CE 054 001

Laubach Literacy International, Syracuse, NY.; Literacy Volunteers of America, Inc., Syracuse, NY.

Proclamations from Adult New Readers. Ratified September 10, 1989. National Adult Literacy Congress (2nd, Washington, D.C., September 9-11, 1989).

PUB DATE- 10 Sep 89

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Citizenship Education; Correctional Education; Educational Finance; *Educational Needs; Employer Attitudes; Employment Problems; English (Second Language); Family Programs; Guidelines; *Literacy Education; *Policy Formation; *Program Development; *Public Policy; Public Relations; Reading Programs; Skill Development; Teaching Methods; Tutoring

This report contains 10 proclamations prepared by adult new readers at a national conference in September 1989. The proclamations are the result of the new readers' deliberations. They represent the viewpoints of adults who have known firsthand the hardships of illiteracy and the triumph of learning to read. Each proclamation consists of a definition of the problem and a number of recommendations. Proclamations were made in the following areas: (1) student leadership within the literacy field; (2) literacy and jobs; (3) mandatory literacy programs in prisons, employment, and welfare; (4) literacy and the family; (5) the transition from basic skills; (6) quality in literacy programs; (7) public awareness and funding; (8) support services to new readers; (9) voting rights and citizenship responsibilities; and (10) English as a second language. (KC)

ED 324 412 CE 055 846

Doerfert, David L.; Barrick, R. Kirby
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Performance of Regular and Industry-Prepared Vocational Education Teachers in Ohio on the National Teacher Exam Core Battery Tests. Summary of Research 58.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Agricultural Education; *Alternative Teacher Certification; *Beginning Teachers; Communication Skills; Competence; High Schools; Postsecondary Education; Sex Differences; Teacher Education; Teacher Education Programs; *Vocational Education Teachers
IDENTIFIERS- *National Teacher Examinations; *Ohio

A study compared the communication skills, general knowledge competence, and professional knowledge competence of beginning regular and industry-prepared vocational teachers in Ohio as measured by the Core Battery tests of the National Teacher Examination. Subjects for the study included 15 beginning vocational agriculture teachers prepared via the regular teacher education method and 51 beginning vocational education teachers in the Central and Southwest Ohio Vocational Education Personnel Development Center Regions prepared via the industry teacher route. Some of the findings were as follows: (1) younger teachers tended to score higher in communication skills competence than older teachers; (2) female teachers had significantly higher communication skills competence and professional knowledge competence than male teachers; (3) teachers with postsecondary degrees had significantly higher communication skills competence, general knowledge competence, and professional knowledge competence than teachers with high school diplomas as their highest educational degrees; and (4) teachers employed by local high schools scored significantly higher in general knowledge competence than those teachers who taught in career centers or correctional facilities. (10 references) (CML)

ED 324 488 CE 056 030

Petty, Gregory C.; Hanson, Bob

A Two Year Study of Youth Leadership Development for Technology Education.

PUB DATE- 5 Dec 89
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 5, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Junior High Schools; Leadership Training; Lower Class Students; Middle Class Students; *Outcomes of Education; Program Effectiveness; *Resident Camp Programs; *Student Behavior; Student Characteristics; *Student Organizations; Student Participation; Student Responsibility; *Summer Programs; Vocational Education
IDENTIFIERS- *Technology Education

Ethnographic research examined the culture of a Knoxville, Tennessee, middle-school technology education classroom before, during, and after a summer youth development experience. The summer camp provided technology education and leadership development to middle- and lower-class students. Several observations of salient behavior were made with particular attention to five previously determined factors of job success: ambition, self-control, organization, enthusiasm, and conscientiousness. Three students were observed for baseline data prior to the summer camp experience. Post-camp observations were collected in the classroom/laboratory from interactions with the teacher and other students. The study found many changes did occur. Students who attended the summer camp showed more leadership, organization, motivation, and better use of time after the experience. They were also more enthusiastic and ambitious. The study concluded that summer camp appeared to have positive effects on the five factors of job success, but that further research is needed to sort out the actual causes of the positive change in behavior, since the students also got older during the research and other factors may have influenced them. (KC)

ED 324 532 CE 056 142

Minnesota Univ., Minneapolis. Inst. on Community Integration.

Print and Media Resources for Supported Employment Personnel.

SPONS. AGENCY- Minnesota State Dept. of Jobs and Training, St. Paul.
Div. of Rehabilitation Services.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Citations (References); Community Programs; *Continuing Education; *Disabilities; *Educational Resources; Employment Potential; Job Placement; Normalization (Handicapped); Postsecondary Education; Sheltered Workshops; *Supported Employment; Vocational Rehabilitation

This resource guide provides information on the content, source, and price of various print and media materials that are available nationally that may be of help to personnel in the field of support employment. The guide is organized in six sections that cover the following materials: (1) books and book chapters; (2) training materials; (3) newsletters; (4) journal articles; (5) journals; and (6) videotapes. Each listing includes bibliographic citation, content description, address of source, and cost. Some of the topics covered include federal programs for people with disabilities, head injuries, low-cost approaches to technology and disability, employment outcomes for persons with brain injuries, community placement, quality of life for persons with disabilities, and career development for disabled persons. (KC)

ED 324 581 CG 022 837

D'Andrea, Michael
Alternative Strategies to William Bennett's Plan for a National War on Drugs: A Comprehensive Systems Approach.
PUB DATE- Nov 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Authoritarianism; Conservatism; Developmental Programs; *Drug Abuse; *Drug Education; *Drug Legislation; Elementary Secondary Education; Family School Relationship; *Federal Programs; Financial Support; *Leadership Responsibility; *Political Attitudes; Politics of Education; Prevention; Program Effectiveness; Public Support; Punishment; Social Values
IDENTIFIERS- Bennett (William J); War on Drugs
As this country's first appointed "drug czar," William Bennett developed a set of proposals for a national campaign against drug abuse. These included: expanding the national prison capacity by 85 percent; providing additional fiscal support for states and local areas that adopt anti-drug laws; and increasing the availablility of programs designed to rehabilitate abusers. In many ways, however, these legalistic, punitive, and rehabilitative approaches constitute a repackaging of old policies that primarily focus on symptom reduction instead of problem cessation and, as such, this plan is inadequate. This article accordingly presents an alternative compilation of strategies, reflecting a comprehensive, developmental, systematic approach to the current drug crisis. These strategies include: strengthening the family; supporting students, teachers, and schools in the fight against drug abuse; preventive efforts among high-risk teenagers; enlisting industry in drug prevention; and restoring funding for community-based programs. It is contended that funding for these initiatives could be obtained by shifting $6 billion from the defense budget. Particular attention is directed to the role of mental health specialists, educators, and their professional organizations in providing the type of supportive leadership necessary to complement an effective "war against drugs" in the United States. References are included. (TE)

ED 324 612 CG 022 872

Gutierrez, Fernando J.

Managing the Campus Ecology of Gay/Lesbian Students on Catholic College Campuses.

PUB DATE- Mar 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American College Personnel Association (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholics; Christianity; *Church Related Colleges; College Students; Higher Education; *Homosexuality; Religion; Religious Organizations; Student Development

Since 1973, the American Psychological Association and the American Psychiatric Association have removed homosexuality as an illness from the Diagnostic and Statistical Manual of Mental Disorders (1987). Most religions, however, continue to view homosexual behaviors as abnormal. Student personnel professionals can facilitate changes in religious higher education institutions to affect the value system so that it can be more inclusive of homosexual students. Tactics for facilitating these changes include: (1) dealing with one's own homophobia; (2) involving other staff members, especially the campus ministry office, and students to develop a proposal to present to the college's president; (3) seeking the approval of the plan from the board of trustees through the president; (4) utilizing the university language and cultural beliefs in order to present arguments, such as citing scripture; and (5) continuing the dialogue that will determine the acceptable theological guidelines through discovery and transmission of knowledge and the provision of leadership to the community. Without a change in the institutional values of religious campuses, the homosexual students' environment can become a barrier toward their growth and development. (ABL)

ED 324 628 CG 022 890

Creamer, Don G., Ed.
American Coll. Personnel Association, Washington, D.C.
College Student Development: Theory and Practice for the ACPA Media Publication No. 49.
PUB DATE- 90
NOTE- 232p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *College Students; Higher Education; *Student Development; Theories; *Theory Practice Relationship

This book contains articles on the most recent thinking about developmental programming in student affairs. "Progress Toward Intentional Student Development" (Don Creamer) introduces a concept orientation in developmental programming. "The Professional Practice of Student Development" (C. Carney Strange and Patricia King) presents a rationale for the professional practice of student development in student affairs. "Recent Theories and Research Underlying Student Development" (Robert Rodgers) updates theories and research underlying student development. "Assessing Development From a Cognitive-Developmental Perspective" (Patricia King) demonstrates the benefits, disadvantages and risks to student development practice associated with formal and informal assessment approaches. "Assessing Development From a Psychosocial Perspective" (Theodore Miller and Roger Winston, Jr.) offers a summary of germane findings about assessing ethnic minority students, nontraditional students, and international students. "Understanding and Assessing College Environments" (Lois Huebner and Jane Lawson) reviews research associated with the idea of person-environment interaction. "An Integration of Campus Ecology and Student Development: The Olentangy Project" (Robert Rodgers) illustrates the integration of campus ecology and student development. "Use of a Planned Change Model to Modify Student Affairs Programs" (Don Creamer and Elizabeth Creamer) discusses the usefulness of a model of planned change in higher education. "Ethical Practice in College Student Affairs" (Elizabeth Reynolds Welfel) shows how ethics has emerged as a priority in the profession and how self-imposed standards can influence professional behavior. "Student Outcome Assessment: An Institutional Perspective" (T. Dary Erwin) focuses on the issue of outcome assessment in college student affairs. (NB)

Albert, Elaine Acker
How the Alphabet Works: A Handbook for Teaching Someone to Read.
Based on the 15th Century Hornbook.
PUB DATE- 90
NOTE- 66p.; For the 1986 edition, see ED 303 780.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Beginning Reading; Elementary Education; Parents as Teachers; *Phonics; Reading Difficulties; *Reading Instruction; Reading Skills; Young Children

Written to be used as a manual for a tutor and not a workbook or primer, this expanded version of a phonics book is designed to help parents teach their children to read and for those who wish to help older children and adults to read. Sections include: (1) "Introduction"; (2) "What Went Wrong? (an essay); (3) "HOW to Teach Someone to Read by Beginning with Basic Phonics" (the main body of the manual); and (4) "Special Problems." A chronology, a 24-item bibliography and a page depicting a "hornbook for the twentieth century" with brief instructions are attached. (RS)

ED 324 694 CS 212 551

Bell, James D.; Olney, Robert J.
An Analysis of Factors Which Predict Failure Rates on Writing Competency Tests.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Business Communication (San Antonio, TX, November 6-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; College Students; Higher Education; *High Risk Students; Student Attitudes; *Student Characteristics; Student Evaluation; *Writing Evaluation
IDENTIFIERS- *Competency Tests; Southwest Texas State University

A study was designed to determine what student factors contributed to the 36% failure rate on a required competency test in writing at Southwest Texas State University and to assess the perceived impact of this test requirement on both faculty and students. Data were collected to establish a student profile of the student most likely to fail the barrier exam. Factors analyzed included grade point average (GPA), gender, college major, race, grades in English courses, and student status related to whether the student transferred to the university. Findings showed that GPA, ethnicity, class standing, and major can be used to identify students who may fail the exam. High risk students are community college transfer students, minorities, and students with GPA's below 2.5. Two questionnaires surveying student and faculty perceptions of the exam showed that students in general were opposed to the exam, that students who had not yet taken the exam were confident they would pass it, and that both faculty and students recommended that more writing should be required in all classes. Recommendations for increasing the number of students passing the test include the following: (1) identify students at risk and develop programs for them; (2) increase entrance requirements; and (3) review the content of all "writing intensive" classes. (Five tables of data are included.) (SR)

ED 324 728 CS 507 303

Bourhis, John; Noland, Tim

Communication Apprehension and Academic Achievement in a Basic Course in Interpersonal Communication.

PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Classroom Techniques; College Freshmen; *Communication Apprehension; Higher Education; *Interpersonal Communication; Learning Strategies; Student Attitudes; Student Characteristics; *Teaching Methods
IDENTIFIERS- Personal Report of Communication Apprehension

A study examined instructional environment and the relationship between communication apprehension and academic achievement for freshman students in general and for those enrolled in large, introductory level college courses in particular. Data were collected from responses on a short demographic questionnaire and J. McCroskey's PRCA-24 (McCroskey, 1982) as well as by accessing student records from 1077 undergraduate students enrolled in an 18-week interpersonal communication course at a midwestern university. Results revealed that the relationship between communication apprehension (CA) and academic achievement (AA) were statistically significant and negative when American College Testing Program scores and course grades were used to operationalize AA. Results also revealed that when AA was operationalized using cumulative GPA (grade point average), high CA students out-performed their low and medium CA counterparts. This was particularly true in the communication-restricted system involving instruction primarily employing the mass-lecture, lecture, objective testing, and written methods. Findings suggest that high CA students can compete effectively in communication-restricted systems and, in most cases, better than those students who do not experience communication apprehension. Findings also suggest that the concern for the well-being of the high CA student in a communication-restricted basic course in interpersonal communication appears unfounded. (Three tables of data are included; 22 references are attached.) (KEH)

ED 324 744 EA 022 215

Swengel, Edwin M.
Restructuring the School System To Involve All Students in Peer Helping.
PUB DATE- Aug 90
NOTE- 61p.; Paper presented at the Annual Conference of the National Peer Helpers Association (4th, Flagstaff, AZ, June 23-26, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Enrichment Activities; Flexible Scheduling; *Individualized Instruction; Mastery Learning; *Nongraded Instructional Grouping; Nontraditional Education; *Peer Teaching; *School Restructuring; Social Support Groups; *Tutoring; Year Round Schools
IDENTIFIERS- *Mutual Instruction Program

Schools fail to develop students' unique capabilities mainly because of large-group instruction limitations. Mutual Instruction (MI), a comprehensive peer assistance program involving all students in cross-age tutoring and counseling, is a sound and practical approach to restructuring the conventional lock-step, assembly-line program. Teaching--or helping others learn--is an essential learning experience benefiting both tutor and tutee. The main features of comprehensive MI schools include: (1) elmination of age-graded classrooms and normative grading, allowing students to progress at their own pace; (2) teachers working one-to-one with students to plan individualized programs and with small groups on cooperative learning projects and tutoring instruction; (3) inclusion of all student age groups (5-18) on the same campus; (4) provision of facilities for early childhood care and preschool development programs; (5) provision of well-staffed departmental study rooms and labs for each subject area; (6) a year-round operating schedule without scheduled classes; (7) membership of each student in an "MI family" of 25 schoolmates of all ages; and (8) the pursuit of enrichment in art, music, drama, sports, and special intellectual interests made possible by the efficiency of MI in cutting the time needed for mastering basic curricula. Included are comparison charts, an opinion survey, two appendices containing, respectively, an MI proposal and a narrative description of an elememntary MI school, 25 endnotes providing annotations on 40 references, and an annotated list of recommended reading including notes on ERIC reference sources. (MLH)

ED 324 472 CE 056 001

Susquehanna County Volunteer Literacy Council, Inc., Montrose, PA.
Enactment.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 90
NOTE- 35p.; Project Number 98-0014.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Education; *Dramatics; Educationally Disadvantaged; Illiteracy; *Literacy Education; *Outreach Programs; *Publicity; Public Relations; *Skits; Student Recruitment
IDENTIFIERS- 353 Project

The Susquehanna County Volunteer Literacy Council created an improvisational theater group of the Council's staff, students and volunteers to give public exposure to the problems of the functional illiterate. A volunteer company of players was gathered, and skits were developed. Through 29 performances, 3,402 people were made aware of the problems of the educationally disadvantaged. As a result of the project, 5 students, 63 volunteers, and 4 tutors were recruited. (The title, premise, characters, props and suggested audience for each skit are detailed. Five pages of project materials are attached.) (YLB)

ED 324 427 CE 055 881

Westberry, Susan
Maury County Board of Education, Columbia, TN.
The BEST Blueprint. Quality ABE in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jun 90
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Community Programs; Demonstration Programs; *Education Work Relationship; Employer Employee Relationship; High School Equivalency Programs; *Literacy Education; *Models; *Outcomes of Education; Program Effectiveness; Relevance (Education); Skill Development
IDENTIFIERS- *Tennessee (Maury County); *Workplace Literacy

The Basic Educational Skills Training (BEST) workplace literacy demonstration model was designed to provide adult basic education (ABE) services simultaneously for multiple employers in Maury County, Tennessee. The BEST model focused on job-related instruction. The goal of the program was to achieve increased safety, productivity, and employee morale with decreased absenteeism as a product of improved employee basic skills. Areas of innovation included having multiple employers receive all ABE services simultaneously, determining a class schedule that accommodated workers' schedules without release time, and using a screening tool to identify learning disabled/dyslexic adult remedial readers. Vanderbilt University's evaluation of the program's first 15 months showed that 152 employees and immediate family members were enrolled in basic reading, math, pre-General Educational Development (GED) test preparation, and GED instruction. The program maintained a 73 percent employee retention rate and achieved statistically significant grade-level improvement in reading, language, and math. Eighty-two percent of GED test examinees passed. Employer and employee satisfaction was high and community support was excellent. (Most of the document is composed of appendices that contain project forms (including survey forms), materials lists, GED and pre-GED syllabi, and a suggested teaching format for reading tutors.) (KC)

ED 324 442 CE 055 957

International Masonry Inst., Washington, DC.; International Union of Bricklayers and Allied Craftsmen, Washington, DC.
Literacy and Trowel Trades Project. Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Basic Skills; *Computer Assisted Instruction; Educational Technology; *Literacy Education; *Masonry; Mathematics Instruction; *Problem Solving; Reading Instruction; Teaching Methods; *Tutoring; Unions; Videotape Recordings; Writing Instruction
IDENTIFIERS- *Workplace Literacy

In a workplace literacy program designed by the International Union of Bricklayers and Allied Craftsmen and the International Masonry Institute, the basic skills of 615 participants were assessed in mathematics, reading, writing, presentation, listening-responding, and problem-solving at sites in Chicago, Los Angeles, and New York. Available data indicate that 116 individuals participated in workplace literacy skills instruction during the program's fourth quarter. Eligible participants worked in the trowel trades (bricklaying, tile setting, plastering, terrazzo work, stone masonry, cement masonry, marble masonry, pointing, cleaning, and caulking). The three delivery systems used to deliver instruction were videotape technology, individual tutoring, and computer-assisted instruction. Participants liked the videotape delivery system in that they could be trained at home on their own schedule. Participants suggested that the time needed to request tapes be shortened, that they be allowed to watch the tapes with another participant, that the tapes be better matched to the individual's skill level, and that the tapes be based on the individual's particular trade. The tutoring delivery system was considered supportive by participants but also inconvenient. Participants suggested group tutoring might be more effective than individual tutoring. The computer-assisted instruction was the least successful method, with participants indicating a continuing fear of using computers and finding the software unsuitable for adults. Once software appropriate for adults and specific to the trades was found, greater participation was reported. (A sample individualized learning plan and a literacy assessment instrument are included.) (CML)

Triton Coll., River Grove, Ill.
POWER for Progress: A Model for Partnerships in Workplace Literacy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; College Programs; Cooperative Programs; Education Work Relationship; Employer Employee Relationship; High School Equivalency Programs; *Inplant Programs; Institutional Cooperation; *Literacy Education; *On the Job Training; Outcomes of Education; Program Effectiveness; *Program Implementation; School Business Relationship
IDENTIFIERS- *Triton College IL; *Workplace Literacy

Project POWER is an educational program developed jointly by Triton College, River Grove, Illinois, and the Labor Management Center of the Mid-Metro Economic Development Group, for employees of local companies who are interested in improving basic skills in English, reading, mathematics, and writing, as well as for employees who want to prepare for the General Educational Development test. POWER is an acronym for Partnerships for On-site Workplace Education and Retraining and the objectives of the program, which officially began in October 1988 and ended in March 1990, were established to meet regional training requirements. The objectives were: (1) to increase existing coordination between education, business, and labor; (2) to increase the number of companies and, subsequently, the number of employees who participate in workplace literacy programs; and (3) to increase work-related literacy skills of employees to officially establish performance levels needed for the job. The classes were planned cooperatively by Triton College and the companies. They were held within the company, meeting twice per week for 2 hours per session, for 10-15 weeks. Classes are work related, use work-release time, are free, provide child care and transportation assistance as needed, offer academic and personal counseling and tutors, and provide confidential assessment results. Benefits to participants include improved communication on and off the job, better job options and opportunities, increased promotability, preparation for technological advances at work, and improved confidence. Companies participating in Project POWER include Allied Die Casting, Album Graphics Inc., American Rivet Company, Inc., Borg Warner Automotive, Carbide International, Jacobs Suchard Inc., M & M/MARS, and Navistar International. (Appendixes list the three program objectives with activities, staff evaluation, and timelines; provide graphics illustrating program statistics; and include the project brochure in English and Spanish.) (KC)

ED 324 517 CE 056 101

Beckwith, Robert; Stine, Mary Beth
Illinois State Council on Vocational Education, Springfield.
Technical Committees and Illinois Curriculum. Report 18.
PUB DATE- 8 Mar 89
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *Curriculum Development; Educational Legislation; School Business Relationship; State Boards of Education; State Programs; *Statewide Planning; *Technical Assistance; Technical Education; *Vocational Education
IDENTIFIERS- *Illinois

During the 1987 and 1988 fiscal years, the Illinois State Board of Education supported a number of vocational education curriculum-related activities. These activities were required by the Carl D. Perkins Vocational Education Act, which mandated the establishment of technical committees to advise on curricular needs of the state and by a state policy to include a systematic program of curriculum renewal. The State Board established 3-year priorities for state-developed task lists needing to be verified for future curriculum development. State technical committees met to identify and/or verify duties and tasks of workers in eight occupations and one general area: employability and basic skills. Each region reviewed its curriculum by verifying the task lists of all programs. Projects that fund curriculum and curriculum-related material development activities of the State Board were undertaken in such areas as employability skills, business and marketing curriculum, industrial-technical education, education for employment, and state goals for learning. The State Board participated in several national consortia to develop curriculum and instructional materials, made every effort to incorporate inservice education, and had two major dissemination mechanisms (a curriculum materials collection center and a curriculum materials replication program). (The report concludes with recommendations to and suggested actions by the State Board to improve curriculum efforts. Six resources are listed.) (YLB)

ED 324 550 CE 056 196

Birch, D. W.; And Others
Further Education Staff Coll., Blagdon (England).
A Study of Quality Assurance in NAFE. Stage 1 Report. Information Bank Working Paper Number 2499.
SPONS. AGENCY- Manpower Services Commission, London (England).
PUB DATE- May 89
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Continuing Education; *Educational Quality; *Employer Attitudes; *Evaluation Methods; Excellence in Education; Foreign Countries; *Government Role; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Quality Control; Vocational Education
IDENTIFIERS- *England; Wales

This document reports Stage 1 of a study of quality assurance in nonadvanced further education in England and Wales. Stage 1 involved: (1) an assessment of the influence of external agencies and national examining bodies via a review of published documents and interviews with key personnel; (2) an exploration of the expectations and perceptions of employers through interviews; and (3) an exploration of the state of the art through a broad-brush audit of existing approaches to quality assurance in six colleges. The expected outcomes from Stage 1 were a greater appreciation of the components, dimensions, and measurement of quality and a better understanding of the processes involved and the resources required to design, develop, and implement improved systems of quality assurance. The report is organized in seven sections. Section 1 introduces the study; the meaning of the term "quality" is examined in Section 2 and a framework for assessing quality is established. The roles of various government agencies are outlined in Section 3, and the influence of three national examining and validating bodies is explored in Section 4. In section 5, the results of the audit of the six participating colleges are summarized, and the findings from a survey of 58 employers drawn from the areas of the six colleges are outlined in Section 6. Finally, in Section 7, conclusions are drawn from the work done in Stage 1 and a way forward to Stage 2 is suggested. Two appendices are included. (KC)

Anderson, Peter B.; Thompson, Bruce

Aggressive Sexual Behavior by Females: Incidence, Correlates, and Implications for Intervention.

PUB DATE- 14 Nov 90

NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aggression; Attitudes; *Behavior Patterns; Correlation; *Females; Intervention; Sex Role; *Sexual Abuse; *Sexuality

The role of women as sexual victims has been recognized and documented in cultural and social history. However, men too can be the victims of unwanted and aggressive heterosexual behavior. This study explored the incidence of sexually aggressive behaviors performed by women (N=212) who were students in sexuality classes. Specifically, three questions were posed. First, what is the structure underlying the sexual histories of women? Second, what is the structure underlying sex-related attitudes? Third, how does the identified attitudes structure predict the aggressive sexual behaviors of women? More than one-half of the subjects had engaged in sexual behaviors that might be deemed abusive or even coercive. These sexually coercive behaviors included such behaviors as verbal pressure, use of power, or lying. Some 18.5 percent of the subjects engaged in behavior that would be considered sexually abusive such as initiating sexual contact with a minor or inducing intoxication for the purpose of initiating sexual intercourse. Five dimensions were found to underlie the incidence of reported behaviors. Predictors of these behaviors were explored using a canonical correlation analysis. Passive aggressive attitudes contributed appreciably to explaining a range of sexual behaviors. Predictors of aggressive sexual behavior must be better understood in order to design effective interventions. (Author/ABL)

ED 324 679 CS 212 533

Hamilton-Wieler, Sharon

Collaborative Classrooms: Building a Community of Writers.

PUB DATE- 8 Nov 90

NOTE- 21p.; Paper presented at the Indiana University Fall Language Conference (Bloomington, IN, November 8, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Instructional Effectiveness; *Teaching Methods; *Writing (Composition); Writing Improvement; *Writing Instruction; Writing Research; Writing Skills

IDENTIFIERS- Collaborative Learning; *Collaborative Writing; Writing Development; *Writing Groups

One researcher found that the most productive collaborative learning approach has at its core a communally evolved metalanguage to generate and maintain ongoing dialogue among students and between students and their teacher. A shared metadiscourse about writing was established in the classroom by working in small groups to determine qualities of good writing and then shape them into a statement that would be meaningful and agreeable to all. Creating group histories increased student autonomy and commitment by permitting students to determine their own goals, make decisions about achieving them, and reflect upon their success. Creating questions to initiate group discussion for each draft helped reveal students' heightened awareness of the kinds of questions that will provoke the assistance they require. Students wrote journals after each collaborative session to react to the group discussion. Each composition handed in for teacher reading is accompanied by a letter of transmittal that gives the following information: goals for the composition; how the group helped the student to achieve these goals; risks taken or features of the writing that especially please the student; and direction on how the teacher should read and respond to the paper. This triple-tiered pedagogical approach (whole class, small group, and student-teacher) is intended primarily as a mechanism to enable students to take more charge over their writing goals, processes, and valuations. For students to gain autonomy as true student collaborators rather than as teacher-directed peer groups, collaboration needs to be an integral part of learning and writing in every class period. (Eighteen references are attached.) (MG)

ED 324 712 CS 507 281

Fischer, Rick

Tomorrow's Workers: A Peek at What Demographers See for Workforce 2000.

PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Employment Patterns; *Employment Projections; *Futures (of Society); Organizational Change; *Public Relations; Trend Analysis

Meant to be a practical guide for public relations educators and practitioners responsible for anticipating change and helping their organizations adapt, this guide presents 10 predictions and projected demographic data for the year 2000. Also included for each prediction in the guide are implications for public relations practice. The guide includes the following predictions: (1) the workforce will grow more slowly than at any time since the 1930s; (2) the average age of the American worker will rise; (3) the number of entry-level young workers will decrease; (4) immigrants and minorities will comprise a larger portion of the entering workforce; (5) women will continue their strong influence on organizations; (6) the United States will see an increased mismatch between workplace needs and workplace capabilities; (7) employers will have to consider potential workers from groups they once ignored; (8) small businesses will bear a disproportionate share of the effort; (9) work itself will continue to change; and (10) the nature of the worker's family is changing. (Twenty references are attached.) (RS)

ED 324 760 EA 022 278

National Association of Elementary School Principals, Alexandria, VA.
11 Reasons for Negotiating Power.
PUB DATE- Sep 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Administrators; Arbitration; Collective Bargaining; Collegiality; Conflict Resolution; Decentralization; *Educational Administration; Elementary Secondary Education; Human Capital; *Leadership; Leadership Styles; *Organizational Effectiveness; Organizational Theories; Participative Decision Making; Personnel Management; Power Structure

The book, "Managing by Negotiations," by Earl Brooks and George S. Odiorne, is reviewed in this document. Negotiation is discussed as an answer to the dilemma of achieving organizational effectiveness created by the recent shift in educational administration from autocratic to democratic management. Eleven reasons why traditional power-based negotiations are no longer effective are discussed, with additional notes on their relevance to new management challenges in elementary/secondary education. Effective negotiation involves the following: redefinition of the concepts of power and leadership; recognition of compromise; inclusion of marginal groups' interests; recognition of human rights; an unambiguous leadership role; and acceptance of short-term decreased productivity. "Tough-minded management" is offered as a viable leadership style based on tolerance, flexibility, and persistence. (LMI)

ED 324 793 EA 022 322

Whitford, Ellen V.
The Effects of Cooperative Learning in a Staff Development Program for School Administrators.
PUB DATE- Jul 90
NOTE- 8p.; Paper presented to the Annual Meeting of the International Association for the Study of Cooperation in Education (Baltimore, MD, July 5-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Administrators; *Collegiality; *Cooperative Learning; Educational Administration; Elementary Secondary Education; Intergroup Relations; *Management Development; Organizational Climate; Peer Relationship; Peer Teaching; Professional Continuing Education; *Professional Education; Professional Training; *School Administration; Self Directed Groups; *Staff Development; Team Training
IDENTIFIERS- *Maryland

The relationship between cooperative learning in staff development programs and the practice of collegial interaction is examined. Thirteen administrators and supervisors from one school district participated in a staff development program that stressed a cooperative learning method. Methodology involved a comparison of participant and control group reports, participant observation, and interviews. Findings indicate that participation in the training program contributed to differences in scores between the participants and the control group. A significant program outcome was the independent formation of cooperative learning groups. Implications of the study are that collegiality improves educational leaders' skills in dealing with supervisors, peers, and staff and that staff developers must serve as models for the success of staff development programs. Six pointers for planning staff development programs based on cooperative learning are listed. (9 references) (LMI)

ED 324 809 EA 022 347

Shrestha, Bijaya K.
Oregon School Study Council, Eugene.
Crisis Management in the Schools: New Aspects of Professionalism.
PUB DATE- Oct 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Administrators; *Crisis Intervention; *Educational Administration; Educational Policy; Elementary Secondary Education; Fire Protection; Natural Disasters; Organizational Effectiveness; Prevention; Professional Development; Public Relations; School Vandalism; Suicide
IDENTIFIERS- Emergencies
Effective crisis management as a function of the chief school administrator's role is examined. A new professionalism and recognition of districts and schools as complex organizations facilitate administrators' ability to handle this enlarged responsibility. Chapter 1 identifies forms of school crises and offers explanations, drawing upon organizational theories from social science. Chapter 2 presents a policy framework for two strategies of crisis management. Chapters 3 through 5 document the use of these strategies in the field, illustrated by the experiences of three schools or districts. Interviews with six administrators supplement the discussion. Chapter 6 concludes with field-based guidelines for effective and responsible crisis management. (16 references) (LMI)

ED 324 826 EA 022 380

California State Dept. of Education, Sacramento.
Coordinated Compliance Review Manual, 1990-91.
PUB DATE- 90
NOTE- 439p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Compensatory Education; *Compliance (Legal); Elementary Secondary Education; Legal Responsibility; Limited English Speaking; Local Government; Migrant Education; *Program Evaluation; *School Districts; Self Evaluation (Groups); Special Education; Special Needs Students; Standards; *State Programs; *State School District Relationship; *Validated Programs; Vocational Education
IDENTIFIERS- *California

A coordinated compliance review (CCR) process for the evaluation of specially funded state programs in California is outlined. Goals of the process are to decrease multiple state board of education visits, encourage self-evaluation by local education agencies, provide participating students with a core curriculum, and give technical and management assistance to local agencies. Four sections present detailed information on the CCR process development and goals, local education agency self-review, state validation review, and CCR instruments and instructions. (LMI)

ED 324 473 CE 056 002

Midland Center, Inc., PA.
PASSAGE. "Your Workplace and Job Skills Information Newsletter." Fiscal Year 1989-1990. Eleven Issues.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 90
NOTE- 107p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Adult Students; Adult Vocational Education; *Career Development; Demonstration Programs; Inservice Education; *Job Search Methods; Job Skills; *Literacy Education; *Newsletters; Occupational Information
IDENTIFIERS- 353 Project; Pennsylvania; *Workplace Literacy

This document consists of 11 issues of a workplace and job-skills information newsletter specifically designed for adult education program practitioners and their students. The issues are preceded by a final report on the project. The purposes of the newsletter were to disseminate "hands-on" career and job development information of importance to potential and existing workers enrolled in adult basic and literacy education programs, to present vehicles for business and education partnerships that would deal with worker education and training initiatives, and to attract exemplary resource materials and persons that contribute to the education and reeducation of adults seeking employment, promotion or employment security. Subject areas that were covered in the 11 issues of PASSAGE included: training and educational trends; educational options and opportunities for adults; labor market projections; workplace literacy projects; employment/training success stories; inservice techniques; workplace/career terms and definitions; job/career/educational expectations; workplace and job skills resources; highlighting careers; self-directed student lesson plans; study habits and basic skills upgrading; problem-solving and group decision-making exercises; and academic skills used on the job. (YLB)

ED 324 503 CE 056 060

Dave, R. H., Ed.; And Others
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Learning Strategies for Post-Literacy and Continuing Education in Algeria, Egypt and Kuwait. Outcomes of an International Research Project. UIE Studies on Post-Literacy and Continuing Education 6.
PUB DATE- 87
NOTE- 226p.; Project organized in co-operation with the German Commission for Unesco, Bonn. For other studies in this series, see see CE 056 055, ED 268 223 and CE 056 057-059.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Literacy; *Continuing Education; Foreign Countries; *Learning Strategies; Lifelong Learning; *Literacy Education; Teaching Methods
IDENTIFIERS- Algeria; Egypt; Kuwait

Many countries have recently launched massive programs to promote nation-wide adult literacy, but while these efforts have been commendable, it has been observed that neo-literates who acquire literacy through such programs have great difficulty in retaining it; hence an urgent need to develop suitable programs of post-literacy and continuing education has been felt. In 1980, Unesco's Institute for Education initiated a major research project designed to respond to this need. The research was carried out within the broad framework of lifelong education, and resulted in the series of case studies of which this volume is a part. The document includes the following reports: "Literacy and Post-Literacy in the Framework of Continuing Education: The Algerian Experience" (Abdullatif Fetni); "Learning Strategies for Post-Literacy and Basic Level Education in Egypt in the Perspective of Lifelong Education" (Abdel Fattah Galal, Sami Nassar); and "Development of Learning Strategies for Literacy, Post-Literacy, and Continuing Education in Kuwait" (Yacoub A. Al-Sharah, Deeb Khabbas). Each report includes background information on the country and its educational system, a description of literacy and continuing education programs, and a discussion of learning strategies used. Numerous statistical tables and appendixes are also included. (CML)

ED 324 597   CG 022 853

Picco, Elizabeth Raptis
La Sexualidad.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 90
NOTE- 197p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Cultural Differences; *Hispanic Americans; Intermediate Grades; Junior High Schools; *Preadolescents; *Sex Education; *Sexuality

This curriculum unit provides educators with 10 lessons designed to make sexuality education culturally relevant for Latino youth in grades five through eight. While affirming the traditions and characteristics of Latino families and cultures, this structured curriculum introduces sexuality as a lifelong process that goes beyond physical intimacy. Students are encouraged to explore the many ways of expressing themselves as males and females through activities, homework assignments, and classroom discussions. Parent participation sheets in both English and Spanish identify each lesson's goals and show parents how they can reinforce the lessons with their child. The curriculum was designed to help students: (1) identify how their cultural heritage influences their attitudes and feelings; (2) describe ways family and cultural factors affect communication about sexuality at home; (3) demonstrate steps for responsible decision making and peer pressure reversal; (4) understand common physical and social changes that occur during puberty; and (5) demonstrate positive ways to communicate questions and concerns about sexuality to the adults in their lives. The curriculum includes a section on how to use the unit and 10 lesson plans. An historical and ethnographic profile of Latino or Hispanic groups in the United States, demographic trends and family life issues surrounding the Latino presence in the United States, student workbook features, a Spanish word list, the parent participation sheets, and references are appended. (NB)

ED 324 645 CS 010 264

Mareck, Barbara C.
A Computer Program To Encourage Middle School Children To Read during Leisure Time.
PUB DATE- Jun 90
NOTE- 66p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Assisted Instruction; Grade 6; Intermediate Grades; Middle Schools; *Reading Games; Reading Research; *Recreational Reading
IDENTIFIERS- *Reading Contests; Reading Motivation

Designed to increase sixth-grade students' leisure time reading, this practicum study investigated the effectiveness of a computerized independent reading contest. An existing word processing program was modified to encourage the sixth-grade students to read. A list of 25 books was developed. Students used the computer program to respond to questions based on each book. The student with the greatest number of correct answers was declared the winner. A leisure time reading inventory and the Clark County School District Reading Management Diagnostic pre- and posttests were administered to the students. The practicum's goals were that 75% of the students would associate leisure time reading with academic achievement and that 50% of the students would increase their reading comprehension level, vocabulary, inferencing skills, and context clue skills each by 10%. None of these goals were met; however, some improvement in scores was noted, and the students who entered the contest appeared to enjoy the books they read and the challenge of the contest. (The leisure time reading inventory, two computer printouts of data, the reading questions, the form for student-generated questions, and instructions to students for using the computer software are attached.) (RS)

ED 324 662 CS 010 283

Shefelbine, John
Indiana Univ., Bloomington. Family Literacy Center.
Parents Sharing Books: Motivation and Reading.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Books; *Childrens Literature; Intermediate Grades; Junior High Schools; Learning Motivation; Middle Schools; *Motivation Techniques; *Parent Participation; *Parent Role; Parents as Teachers; Reading Aloud to Others; *Reading Attitudes; Reading Habits; Reading Materials; Recreational Reading; *Student Motivation
IDENTIFIERS- *Reading Motivation

This booklet focuses on reading motivation, especially on specific steps to motivate the middle school child to learn. The main topics explored are: finding or making time for reading for pleasure; filling or flooding the house with interesting reading materials; and reading as a way of life. Practical questions from parents are answered and activities are described which can be used at home. Annotated lists of recommended books for preteens, teens, and parents are also included in the booklet. (MG)

ED 324 776 EA 022 304

Damico, Sandra Bowman
Staying in School: Social Learning Factors Which Lead to Retention.
PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Persistence; Dropout Characteristics; Dropout Rate; Evaluation Methods; *High Risk Students; High Schools; *High School Students; Potential Dropouts; Public Schools; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- ERIC Digests

This study explores instructional and interpersonal factors policy issue is discussed in this digest. The school in school rather than dropping out. These students had failed, two or more times, that portion of Florida's State Student Assessment Test which was required for receipt of a high school diploma. Data for this study were collected in eight public high schools in three Florida counties. A total of 40 interviews were conducted with 18 students, 13 teachers, and 9 guidance counselors. Social learning factors emerged as important to the students. The findings are classified in three groups: the persister, inside the classroom, and outside the classroom. Students see themselves as good students, as fitting into the rule structure of their various high schools, and as having career aspirations. Student-teacher relationships, which include teacher expectations and instruction, are important segments inside the classroom. Lastly, activities and relationships are focused upon as integral aspects of the students' attitudes. Eight tables and 14 references are appended. (SI)

ED 324 398 CE 054 183

Whiting, Susan; And Others
Florida Atlantic Univ., Boca Raton. Adult Education Div.
Adult Development. What do Teachers of Adults Need To Know?
PUB DATE- 88
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Adult Development; Adult Education; Adult Educators; *Andragogy; *Developmental Stages; Educational Psychology; *Educational Theories; Moral Development; Self Actualization; Self Concept
IDENTIFIERS- Erikson (Erik); Kohlberg (Lawrence); Levinson (Daniel J); Loevinger (Jane); Maslow (Abraham); Nelson (Florence); Piaget (Jean); Rogers (Carl)

The first part of this two-part paper provides a general review of adult development and is premised on an understanding of andragogy. Andragogy is the art and science of helping adults learn. It is based on the following four assumptions about adults: (1) as people mature they become less dependent and more self-directed; (2) experiences serve as resources for learning and help establish identity; (3) the readiness of adults to learn is closely related to the developmental tasks of their social roles; and (4) adults are more problem centered than subject centered in learning. When working with adults, teachers should do the following: (1) define the course goals and objectives clearly; (2) include an appropriate amount of material, avoiding too much or too little; (3) schedule the class lessons to include time for questions, participation, and enjoyment; (4) limit the number of facts, figures, or points presented at one time; (5) provide an adequate amount of time for discussions; (6) design the scope of the course with the learners in mind; (7) limit the student preparation time required prior to class; (8) smile, nod, and use positive reinforcement to encourage students; and (9) use open-ended remarks and comments to stimulate more discussion. The second section of this paper consists of discussions of the following specific theories of adult development: Maslow's hierarchy of needs; Rogers' fully functioning person; Kohlberg's stages of moral development; Nelson's steps in becoming self-directed; Erikson's stages of psychosocial development; Levinson's life structure; Loevinger's stages of ego development; and Piaget's developmental stages. A 15-item reference list is included. (CML)

ED 324 489 CE 056 031

Pierce, Randal; Petty, Gregory C.
Strategies for Improving Technology Education through Home Involvement in Education.
PUB DATE- 5 Dec 89
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 5, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Educational Needs; Educational Responsibility; Elementary Secondary Education; Parent Influence; *Parent Participation; Parent Responsibility; *Parents as Teachers; *Parent School Relationship
IDENTIFIERS- Technology Education

Parents' involvement in their children's education is needed if schools are to do an adequate job. Both parents and educators support parental involvement, so why are more parents not involved? Some parents do not know how to get involved or do not think they have the time. Others feel they do not have enough education or sophistication to understand school problems, whereas others are intimidated in the schools. On the other side, many educators have not encouraged parent involvement in schools, especially if parents seek to participate in policy making. Schools know how to involve parents at the kindergarten level, but have almost completely abandoned the effort by high school. Ten expectations that parents have of teachers have been identified. They include building students' self-esteem, getting to know each child's needs, assigning homework regularly, setting high academic standards, enforcing positive discipline, trying varied teaching methods and making learning fun, and communicating with parents and encouraging their participation. Some parents need to be taught how they can help in their child's schooling, and the principles of adult education should be followed in coaching them. (KC)

ED 324 533 CE 056 143

Mogen, David S.

Using Relaxation, Cognitive Therapy, and Mental Imagery To Reduce Test Anxiety and Improve Performance among Firefighter Trainees.

PUB DATE- Sep 90
NOTE- 103p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiotape Recordings; Cognitive Restructuring; *Fire Fighters; *Fire Science Education; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; *Relaxation Training; Stress Management; *Test Anxiety; *Visualization
IDENTIFIERS- Florida (Miami Beach)

The significant number of firefighter trainees experiencing performance evaluation anxiety during fire training school was addressed by the implementation of anxiety reduction and performance enhancement strategies. Audiotape recordings were chosen as the primary intervention medium to facilitate program effectiveness within an established fire training regimen. The intervention modalities of relaxation training, cognitive therapy, and mental imagery were implemented with 10 firefighter trainees. Two primary screening devices, the Text Anxiety Inventory (Speilberger 1980) and the State-Trait Anxiety Inventory (Speilberger 1983) were used to determine the preintervention and postintervention levels of performance evaluation anxiety. The results indicated measurable positive anxiety-reduction effects with significant improvement in performance. It was concluded that the performance improvements were attributed to the vivid imagery dialogue and that this type of training presented on audiotape is most effective when used in conjunction with conventional training programs. (Includes 34 references. Appendixes to the study include measuring instruments, performance evaluations, relaxation dialogue, and imagery dialogue.) (Author/KC)

ED 324 582 CG 022 838

D'Andrea, Michael
Applied Research and Counseling Practice: A Comprehensive Strategy To Promote the Prevention of Adolescents Pregnancies among Underclass Youth.
PUB DATE- Nov 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcohol Abuse; *At Risk Persons; Black Community; *Community Involvement; *Counseling Services; Crime Prevention; Dropouts; Drug Abuse; Early Parenthood; Parent Attitudes; Poverty; Pregnancy; *Program Effectiveness; *Research and Development; *Theory Practice Relationship; Violence; Youth Problems
IDENTIFIERS- African Americans; Quality of Life Survey

It is important to bridge the gap between clinical research and counseling practice. The "I Have a Future" (IHAF) program was designed by professionals affiliated with Meharry Medical College in Nashville, Tennessee to serve inner-city African American youths identified as "high risk" for premature pregnancies, drug/alcohol abuse, crime, and youth unemployment. The goal of the intervention was to assist these teenagers in adapting new ways of thinking and behaving in order to prevent destructive behavior. The Quality of Life Community Needs Assessment Survey (QLS), consisting of 67 questions in survey format, was administered to 500 heads-of-households in public housing areas in Nashville, Tennessee. Of these, 125 adults with one or more youths between the ages of 10-17 years residing in their households participated in the final investigation. Discussion focuses on the value of the QLS as a community research technique in developing a prevention project for underclass youth. Findings are reported regarding the community's view of inner-city youth, misuse of drugs and alcohol, and teenage pregnancies. It is concluded that the primary challenge to the program counselors was to design and implement specific preventive services, based upon the expressed needs and attitudes of the residents, in order to create constructive opportunities to stimulate adolescent development and community empowerment. Followup strategies for the project are briefly discussed. References are included. (TE)

ED 324 613 CG 022 874

Biemesderfer, Susan C.; Bustos, Patrick D.
National Conference of State Legislatures, Denver, CO.

Youth At-Risk: Targeting Teen-Agers for Pregnancy Prevention.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Aug 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) o
DESCRIPTORS- *Adolescents; *At Risk Persons; *Early Parenthood; *Pregnancy; Pregnant Students; *Prevention; Secondary Education; *State Legislation

This state legislative report examines teenage pregnancy and parenting from the perspective of youth at-risk with a particular focus on comprehensive approaches to teenagers at-risk for pregnancy and parenting. The report is divided into two major sections: background on the youth at-risk problem with a special focus on teenage pregnancy and a review of corresponding state legislative and program responses. These responses are described from the three perspectives of: (1) primary risk prevention, that is, preventing teenage pregnancy in the first place; (2) secondary risk prevention, which entails preventing teenagers who have already been affected by one risk-taking behavior from taking subsequent risks, such as dropping out of school or becoming pregnant again; and (3) comprehensive programs that address facets of both primary and secondary prevention. It is noted that many at-risk behaviors are linked with larger problems, such as poverty, which can be overcome with education, cooperation and a concerted effort by legislators, teachers, students and parents. The report concludes that recognition of the problems faced by teenagers at-risk is the first step in finding more and better ways to help youth. (ABL)

ED 324 695 CS 212 552

Johannessen, Larry R.
Approaches to Teaching Writing That Work.
PUB DATE- 29 Aug 90
NOTE- 50p.; Paper presented at School District U-46 In-Service Program (Elgin, IL, August 29, 1989). Some material in the appendixes may not reproduce legibly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; Higher Education; *Learning Activities; Student Writing Models; *Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Research
IDENTIFIERS- Writing Development

This paper presents practical classroom activities for teaching narrative/descriptive writing based on approaches to writing instruction that research indicates are powerfully effective, and discusses principles upon which effective and exciting instruction can be designed. The paper gives a brief overview of what research in the teaching of writing has to say about how best to teach writing, focusing on G. Hillock's meta-analysis of 72 of the best studies on teaching writing and on his ideas concerning mode of instruction, focus of instruction, and duration of instruction as they relate to the effectiveness of writing instruction. The paper then presents seven classroom-tested activities which illustrate key features of what research says works best, and which focus on descriptive/narrative writing. A 32-item bibliography and 2 appendixes (containing respectively, results of meta-analysis of the teaching of writing and student activity sheets) are attached. (SR)

ED 324 729 CS 507 304

Grice, George L.; And Others

The Student as Communication Tutor: Ethical Dilemmas and Responsibilities.

PUB DATE- 3 Nov 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990). Tables contain small, light type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Course Descriptions; *Ethics; Higher Education; Instructional Effectiveness; *Peer Teaching; Speech Communication; *Tutorial Programs; *Tutoring
IDENTIFIERS- Radford University VA; Speech Communication Education

A study investigated a communication skills tutoring program to determine if peer tutoring proved an appropriate pedagogy for communication skills training. A survey, in which questions were grouped into categories of instructional, ethical, and training issues, was distributed to 8 instructors and to 12 tutors who were enrolled in a course entitled "Communication Skills Tutoring" at Radford University. In this course communication majors learned principles and methods of "training clients" in the improvement of communication skills in such areas as public speaking, group discussion, and listening. For the applied component of the course, students were assigned to speech communication professors who used them as consultants and tutors in their public speaking classes. Results revealed strong support for this aid from a significant majority of consultants and instructors. Both groups perceived that instructors, consultants, and students benefited greatly from the experience. Results also revealed overall agreement among faculty and consultants as to what constitutes ethical and unethical consultant behavior. Findings suggest the potential merits of peer tutoring in public speaking classes. (Four tables of data are included; 22 references are attached.) (KEH)

ED 324 761 EA 022 283

Begley, Paul T.; Murray, Peter E.

Principals' Problem Solving Network (PPSN): Implementation Report on a Pilot Project.

PUB DATE- Jun 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Victoria, British Columbia, Canada, June 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Computers; Elementary Secondary Education; *Facsimile Transmission; Foreign Countries; *Information Networks; Information Seeking; Information Systems; Information Utilization; *Principals; *Problem Solving; Telecommunications; *User Needs (Information)
IDENTIFIERS- *Canada

The development and implementation of a 6-month pilot electronic problem-solving network for principals is described. Twenty-four school leaders in Ontario and the Northwest Territories made up the membership of the network. Included in this report is information on user recruitment, operating procedures, technical arrangements, user perceptions of network utility, implementation obstacles, and development of a case problem file. Project results indicate that the role of the network broker is crucial for network operation and that FAX technology is the medium of choice for a network involving school principals. More significantly, it was determined that most principals' work patterns are generally incompatible with the requirements of membership in an electronic network. Recommendations are made for continuation of the network as an integrated part of a district staff development program. Appendices contain sample cases and correspondence. (17 references) (Author/LMI)

ED 324 413 CE 055 847

Rodriguez, Juan F.; Henderson, Janet L.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Agricultural Education Needs of Farmers in Santa Barbara County, Venezuela. Summary of Research 59.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Agricultural Education; *Agricultural Machinery; *Educational Needs; *Extension Education; *Farmers; Foreign Countries; *Information Sources; *Teaching Methods
IDENTIFIERS- *Venezuela

A study identified the perceived agricultural education needs of farmers in Santa Barbara County, Venezuela and determined the extension teaching techniques most preferred by the farmers as well as the most suitable time of the year and preferred location for receiving technical training. Data were collected from 276 farmers through face-to-face structured interviews during April and May 1989. The interview instrument was in Spanish. Four major conclusions were drawn from the findings: (1) the highest educational needs were in machinery management and crop production; (2) the educational needs scores and the demographic variables of the farmers are independent of one another; (3) farmers prefer on-site farm visits, field demonstrations, and radio programs for receiving technical information; and (4) farmers prefer to receive technical information at their own farms during the summer months. (7 references) (CML)

ED 324 428 CE 055 884

Saxe, Ellen; And Others
Imperial Valley Coll., Calif.
Curriculum Development for Part-Time Programs for Certified Nurse Assistant to Licensed Vocational Nurse; and Licensed Vocational Nurse to Associate Degree Nurse Program (CNA-VN-RN).
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *College Programs; Competence; *Course Content; Curriculum; Curriculum Development; Job Skills; *Nurses; *Nursing Education; *Part Time Students; Two Year Colleges
IDENTIFIERS- *Imperial Valley College CA

This report describes the Imperial Valley College nursing program, a program developed to provide for the nursing needs of Imperial County, California. The program provides part-time education to help train nursing assistants and to allow nursing assistants to upgrade their skills to vocational nurse level and vocational nurses to become registered nurses while working full time. The guide presents a schematic diagram of courses needed by health assistants, vocational nurses, and associate degree nurses. It also contains descriptions of all courses and an expected sequence for students. The guide provides a matrix of skills that shows at what point in the student's education these skills should be mastered. The final section of the guide is a 103-item bibliography. (KC)

ED 324 518　　　CE 056 102

Piland, Joseph; And Others
Illinois State Council on Vocational Education, Springfield.
Progress toward Implementation of the Education for Employment Policy. 1987-88. ICoVE Survey Report. Report 20.
PUB DATE- 8 Mar 89
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrator Attitudes; *Delivery Systems; *Education Work Relationship; Job Skills; Postsecondary Education; *Program Evaluation; Program Improvement; Secondary Education; *State Programs; State Surveys; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Illinois

During the annual convention of the Illinois Vocational Association, a survey was conducted to determine perceptions about progress being made toward implementation of the Education for Employment (EFE) policy. Questions focused on four perceptions held by the EFE community about the needed changes: knowledge and awareness of expected changes; quality of changes being made; efforts provided to assist in making the changes; and the source of these efforts. A total of 311 attendees responded. Conclusions were as follows: (1) vocational educators have a positive attitude about the quality resulting from EFE; (2) they were not as informed or as involved as they should have been; (3) they are slightly insecure about their tenure after EFE is fully operational; (4) the level and accuracy of knowledge and information is not as it should be; (5) an undercurrent of dissatisfaction exists; and (6) local leadership is lacking. Actions were suggested for the Illinois State Board of Education, Illinois Community College and Board, and regional delivery systems. (After a five-page summary report, an analysis of information discusses the categories of items appearing on the survey and gives in narrative as well as tabular form results that show the ratings given to EFE by respondents. Answers to open-ended questions are appended.) (YLB)

ED 324 629 CS 009 562

Bond, Carole L.; And Others

A Computer Based Program to Improve Reading and Mathematics Scores for High School Students.

PUB DATE- 28 Oct 88

NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (32nd, Atlanta, GA, November 28-30, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Research; *Cognitive Style; *Computer Assisted Instruction; High Schools; *High School Seniors; *Mathematics Achievement; Mathematics Instruction; *Reading Achievement; Reading Instruction; Reading Research; *Receptive Language; Summer Programs

IDENTIFIERS- Intensive Courses

A study examined the effect on reading achievement, mathematics achievement, and ACT scores when computer based instruction (CBI) was compressed into a 6-week period of time. In addition, the effects of learning style and receptive language deficits on these scores were studied. Computer based instruction is a primary source of instruction that does not require supplements or book-type follow-up, in contrast to computer assisted instruction which supplements instruction that has been planned and delivered primarily by a teacher. Subjects, 62 high school seniors attending urban schools in a large metropolitan city, were divided into experimental and control groups. Seven test instruments were first administered to all subjects. Students had all scored below the 50th percentile in either reading, mathematics, or language. Classes met 2 hours twice a week for 6 weeks, and were held in a computer laboratory containing a WICAT educational system. Results indicated that statistically significant gains were made in reading and mathematics when CBI was compressed into 6 weeks. Results showed no relationship between learning style and achievement. Moreover, students with receptive language deficits achieved as well as their non-language deficit peers using this non-oral method. The effectiveness of CBI instruction is directly contingent upon the depth, quality, and range of software and its capacity for matching instruction with ability levels and needs of students. (Eighteen references are attached.) (SR)

ED 324 663 CS 010 284

Rogers, Sue F.; Compton, M. Elizabeth

College Freshmen vs. Instructors: An Interdisciplinary Approach to Teaching in the Content Areas.

PUB DATE- 89

NOTE- 15p.; Paper presented at the Annual Meeting of the College Reading Association (Philadelphia, PA, November 3-5, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Faculty; *College Freshmen; *Content Area Reading; Higher Education; *Interdisciplinary Approach; School Surveys; Student Attitudes; *Study Skills; Teacher Attitudes; *Writing Instruction

IDENTIFIERS- Averett College VA

A survey assessed the accomplishments of the first required freshman interdisciplinary studies course at a small, private liberal arts college. In the fall of 1988, 12 instructors from 7 disciplines began teaching the course which included the teaching and application of reading, writing, and study skills. At the end of the 1988-89 academic year, two surveys were conducted, one of the 12 faculty and the other of the freshmen students who had taken the course. Surveys indicated that (1) faculty and students developed good working and personal relationships; (2) faculty and students believed the study skills portion of the course to be helpful; (3) faculty felt students profited the most from essay writing instruction; (4) students felt reading and highlighting notes and textbooks were the most beneficial skills; (5) instruction in time management was needed; (6) instruction in making study guides was needed; (7) knowledge and ability to function independently with encouragement and suggestions in forming their own study habits and thinking skills should be acquired by freshmen during the course; (8) a "spoon feeding" atmosphere should be avoided; and (9) more freshmen tend to drop out of college during the first semester than the second, and therefore, surveying those students would give information to advisors to help freshmen adjust better to college life. (An appendix includes the faculty and student surveys.) (SR)

ED 324 713 CS 507 282

Davis, Kevin

A Radical Approach to Teaching Critical Thinking: The Rhetoric and Politics of the Conservative Movement.

PUB DATE- 26 Oct 90
NOTE- 10p.; Paper presented at the Annual Meeting of the South Central Modern Language Association (San Antonio, TX, October 26, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservatism; *Critical Thinking; Educational Change; Educational History; *Educational Trends; Elementary Secondary Education; Higher Education; Literacy; Student Centered Curriculum; Teacher Role
IDENTIFIERS- Classical Rhetoric

Critical thinking has recently been hailed as the next cure-all in education, but it could be just another popularly championed yet unproven educational reform or the latest ploy of a conservative restoration in education. The stages of the conservative reform movement include the appearance of "careerism" in the early 1970s; the "literacy crisis" beginning in 1975; and the publication of "A Nation at Risk" in 1983. Critical thinking, for the conservative, represents the fourth phase of educational restoration. Yet, critical thinking can also serve the radical position by providing students with the tools to affect changes on an imperfect society. Four "right-headed" suggestions for using critical thinking include: (1) re-endorsing the student-centered classroom; (2) employing the concepts of classical rhetoric to dispel the myths of inviolate texts and encouraging students to question; (3) engaging students in the socio- and psycho-linguistic nuances of language; and (4) helping students develop the logical abilities which will allow them to become active contributors to social and political processes. (RS)

ED 324 745 EA 022 219

Ben-Peretz, Miriam
Teachers Document Their Work: A Strategy for School Based Professional Development.
PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Techniques; Elementary Secondary Education; Foreign Countries; Instructional Improvement; *Professional Development; *Self Evaluation (Individuals); *Teacher Improvement; *Teaching Experience; Teaching Methods

Teachers' documentations of classroom episodes in their professional lives and group reflections of those episodes are investigated in this report. Documentation is utilized as a history of teaching practice. Forty-four teachers and 19 student teachers documented one classroom episode per week according to structured and unstructured criteria and participated in group discussions of the episodes. Research objectives included: (1) to identify content characteristics of episodes documented by teachers who were asked to document events in their professional lives; (2) to identify linguistic styles of documented episodes, such as rhetorical sequence and level of involvement; (3) to disclose ways in which documented professional episodes may serve the process of school based professional development of teachers; and (4) to create instances of authentic professional "cases" for use in teacher education programs. Findings indicate that analysis of shared experiences contributes to professional growth of teachers by providing resources for self-evaluation and reflection and intercollegial problem solving. One table and figure are included. (7 references) (LMI)

ED 324 810 EA 022 348

California State Dept. of Education, Sacramento. Office of School Improvement.

Quality Criteria for High Schools: Planning, Implementing, Self-Study, and Program Quality Review.

PUB DATE- 90
NOTE- 280p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Curriculum Design; Curriculum Development; Curriculum Evaluation; Educational Assessment; *Evaluation Criteria; *High Schools; Policy Formation; *Program Evaluation; *Self Evaluation (Groups); Standards
IDENTIFIERS- *California

Guidelines for conducting a program quality review or school self-evaluation are presented. The program quality review process is designed to evaluate curriculum and instructional strategy effectiveness, guide the development of an action plan, and provide a model for school self-study. Part 1 describes applications of the quality criteria to planning and implementing school improvement initiatives. Part 2 contains a guide for school self-evaluation. Part 3 describes quality review methodologies, applications of quality criteria to curricular programs, and suggestions for improvement. The final section discusses specific features of the criteria. (LMI)

ED 324 827 EA 022 381

California State Dept. of Education, Sacramento. Office of School Improvement.
Quality Criteria for Elementary Schools: Planning Implementing, Self-Study, and Program Quality Review.
PUB DATE- 90
NOTE- 231p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Standards; *Change Strategies; *Educational Planning; *Educational Quality; Elementary Education; *Self Evaluation (Groups)
IDENTIFIERS- *California

Because positive changes in a school's capacity to educate all its students are not automatic, the California Department of Education has launched an educational reform model embodied in a School Improvement Plan (SIP). The model is based on student-centered educational standards (quality criteria) to direct the four SIP processes of planning, implementation, self-study, and program quality review. These processes were developed to engage the school community in activities to improve programs for all student populations. This four-part document has been designed to help members of a quality review team conduct a review of elementary school programs. The review process has been designed for judging the effects of the curriculum, instructional methodologies, and effectiveness strategies on the students; guiding the development of planned assistance; and providing a model for the school's own self-study process. Part I describes how the quality criteria can be used for planning and implementing school improvement initiatives at a school site. Part II is the guide for conducting a school's self-study. Part III describes the methodology and procedures of program quality review, the application of the quality criteria to the school's curriculum and instructional program, and the means for developing suggestions in the report of findings and action plans for improvement. Part IV explains program quality review criteria for 14 areas. (MLH)

ED 324 443   CE 055 958

Watson, Anthony
Technology Univ., Sydney (Australia).
Competency-Based Vocational Education and Self-Paced Learning.
  Monograph Series.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Competency Based Education; Educational Needs; Foreign
  Countries; *Job Training; *Pacing; *Program Effectiveness;
  *Program Implementation; Program Improvement; Trade and Industrial
  Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- Holland College (Canada); Northeast Metro Technical
  College MN; Richmond College of TAFE (Australia)

This paper highlights the main features and proposed advantages of competency-based vocational education (CBVE) through an examination of three competency-based programs n operation. The programs examined are those of Holland College, Charlottetown, Prince Edward Island, Canada; Northeast Metro Technical College, White Bear Lake, Minnesota; and Richmond College of Technical and Further Education, Victoria, Australia. Data were gathered during site visits in 1988 and 1989. The paper first defines competency-based vocational education and outlines its characteristics through a review of literature. It then examines the three colleges' programs and describes their teaching systems, instructional materials, and curricula. Based on observation of the three programs, the paper offers some implications: (1) competency-based instruction has potential for training in both industry and colleges; (2) the self-pacing aspect appears to develop characteristics of independence and self-reliance; (3) a number of inherent problems and potential pitfalls in the CBVE approach need to be addressed; (4) adequate learning materials and resources are essential; (5) staff development must be an integral part of the program; and (6) learners must be prepared for change from the traditional approach to a CBVE approach. (KC)

ED 324 459 CE 055 980

Coffey, Pat; And Others
Literacy Foundation Memphis, Inc., TN.; Memphis City School System, Tenn.

Skills Enhancement Program. Regional Medical Center at Memphis.

PUB DATE- Jun 90
NOTE- 67p.; Handwritten student materials present various legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Hospital Personnel; *Inplant Programs; *Literacy Education; Mathematics Instruction; *On the Job Training; *Outcomes of Education; Program Effectiveness; *Program Implementation; Reading Instruction
IDENTIFIERS- Tennessee (Memphis); *Workplace Literacy

Literacy Foundation Memphis, Inc., Memphis City Schools Adult Education, and the Regional Medical Center at Memphis cooperatively implemented an intensive skills enhancement program for employees. The program used an industry immersion model, located on site, with 80 hours of instruction delivered 4 hours per day for 4 weeks on work-release time. Participants were recruited by supervisors for the initial class. The first class of six came from several departments. All were black, with five females and one male. Average educational grade completed by participants was 11th grade; average grade-level scores on initial screening were reading, 6.1, and mathematics, 2.5. The curriculum was based on job-specific reading, writing, computation, and communication. The instructional staff included a lead instructor and two additional instructors from the Memphis City School Adult Education Program. Participants were divided into three groups for reading and into two groups for mathematics. A counselor also met with the students. Average reading gain after the program was 1.5 grade levels, and average mathematics gain was 3.1 levels. The project was well-received by participants, who reported increased skills and self-esteem. Five of the six participants are furthering their education. Supervisors were also appreciative of the program, and the hospital is considering its continuation. (KC)

ED 324 504 CE 056 061

Ouane, Adama
United Nations Educational, Scientific, and Cultural Organization,
Hamburg (West Germany). Inst. for Education.
Handbook on Learning Strategies for Post-Literacy and Continuing Education. Outcomes of an International Research Project of the Unesco Institute for Education Organized in Co-operation with the German Commission for Unesco, Bonn. UIE Studies on Post-Literacy and Continuing Education 7.
PUB DATE- 89
NOTE- 447p.; For related documents, see CE 056 055-060.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; *Adult Literacy; *Continuing Education; Correspondence Study; *Distance Education; *Educational Media; Folk Culture; Foreign Countries; Instructional Materials; *Learning Strategies; Libraries; Lifelong Learning; *Literacy Education; *News Media; Rural Areas; Vocational Education
IDENTIFIERS- Study Circles

This document contains three parts: part 1 provides the framework of post-literacy; part 2 describes putting the learning strategies into action; and part 3 provides conclusions. In part 1, post-literacy is defined and learning strategies for post-literacy and continuing education are identified. In part 2, the following learning strategies are discussed: (1) using printed media, such as textbooks, supplementary reading materials, extension literature, and the rural or community press; (2) the use of radio, TV, and audiovisual media; (3) using distance education and correspondence courses; (4) rural libraries, mobile exhibitions, and museums; (5) traditional folk media and games; (6) local study and action groups; and (7) out-of-school programs, award-bearing schemes, institutions parallel to the school system, and other general and vocational nonformal courses. Part 3 includes two examples of the integrated use of learning strategies: Action for Popular Culture programs in Colombia and Village Continuing Education Centers in India. References and reading lists are included in each part. A glossary of terms and a listing of acronyms and abbreviations is provided. (CML)

ED 324 551 CE 056 197

Marsh, D. T.
Further Education Staff Coll., Blagdon (England).

Key Concepts of Teams in an Organisation. Information Bank Working Paper Number 2541.

PUB DATE- Dec 88
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Employer Employee Relationship; *Employment Practices; Foreign Countries; Interprofessional Relationship; *Management Teams; Morale; Organizational Development; Participative Decision Making; Peer Relationship; *Program Implementation; Quality of Working Life; *Team Training; *Teamwork; *Work Environment

Teams in an organization are more than cooperative working groups. Advantages of group work, as opposed to individual work, include producing a better end result, providing satisfaction for the individual and the organization, and assisting the organization through coordination and work allocation. Disadvantages of group work include producing a poorer end result, producing eccentric behavior, developing pressure for change, becoming permanent, helping management evade responsibilities, and the time and energy needed to become efficient. Four key questions need to be answered to decide the pros and cons of team work. Team work has its limitations. Building a team involves management in 10 key activities. The key properties and performance characteristics of a highly effective team suggest an ideal that groups should work to achieve and a set of criteria against which to measure the effectiveness of existing groups. (KC)

ED 324 567 CG 022 821

Shelton, Marisa M.
The Impact of Others on a Child's Self-Esteem.
PUB DATE- May 90
NOTE- 44p.; Research paper for Master of Education degree, Midwestern State University, Texas.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Behavior Theories; *Child Development; Family Relationship; Family Structure; Parent Child Relationship; Peer Relationship; Research Needs; *Self Concept; *Self Esteem; *Significant Others

Aspects of the social environment that contribute to the development of a child's self-esteem are the topic of this literature review. Three issues are addressed. Taken up first are the often conflicting theories concerning how self-esteem is developed and maintained. Second is the issue of the influence on self-esteem of significant others. Third is the influence that family variables have on self-esteem. Self-esteem is found to be more a function of the perceived reflected appraisals of significant others than of modeling parent's self-esteem. Both parents and peers were found to have a significant influence over a child's self-esteem according to most researchers, while it was also found by a few researchers that parents and peers played important, but different, functions for the child. Since families played a role as significant others in the development of a child's self-esteem, the effect of family structure variables and family process variables on self-esteem was examined. The structure variable of divorced families versus intact families had conflicting results. Family process variables of parental support, parental control, and parental punishment were found to influence the child's self-esteem. The complex issues surrounding the development and maintenance of a child's self-esteem indicate a need for more research in this area, and researchers are challenged to refine their theoretical explanations in order to fill in neglected details and to take into account overlooked complexities regarding self-esteem. (ABL)

ED 324 598 CG 022 854

Fox, Emogene
Into Adolescence: Making and Keeping Friends. A Curriculum for Grades 5-8. Contemporary Health Series.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 90
NOTE- 89p.; For other titles in this series, see CG 022 854-858.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Friendship; Intermediate Grades; *Interpersonal Competence; Junior High Schools; Locus of Control; Peer Influence; *Preadolescents; Self Esteem

The "Contemporary Health Series" covers critical health and family life topics in a sequence of modules with two curricular divisions: "Into Adolescence" for middle school teachers and "Entering Adulthood" for high school teachers. This module presents a six-lesson curriculum for grades five through eight to provide students with the information and skills they need to build positive relationships. Activities in the first lesson help students recognize that individuals must know who they are, feel good about themselves, and feel in control of their lives before they are able to develop meaningful relationships. In lesson 2, students use journal writing and poetry writing to gain understanding about how they choose and maintain their friendships. Lesson 3 deals with peer pressure and provides practice in saying "no" to risky behaviors without forfeiting friendships. Lesson 4 encourages students to look beyond a casual friendship to identify characteristics of a close friendship. In lesson 5, students conduct interviews with parents or special adults and senior friends to learn about the lifelong significance of friendship. Lesson 6 serves as a culminating lesson in which students play a game about friendship and analyze what they have learned about friendship. (NB)

ED 324 646   CS 010 265

Zutell, Jerry, Ed.; McCormick, Sandra, Ed.
National Reading Conference, Inc.
Literacy Theory and Research: Analyses from Multiple Paradigms. Proceedings of the Annual Meeting of The National Reading Conference (39th, Austin, Texas, November 28-December 2, 1989).
PUB DATE- 90
NOTE- 443p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Adult Literacy; Basal Reading; Childrens Literature; Classroom Techniques; Content Area Reading; Curriculum Development; Elementary Education; Higher Education; High Risk Students; Preschool Education; *Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Processes; Reading Research; *Reading Skills; Reading Writing Relationship; Second Language Learning; *Theory Practice Relationship
IDENTIFIERS- Literacy Events

Reflecting diversified views, this National Reading Conference yearbook contains 45 articles in the field of literacy theory and research. Articles and their authors include: "The Myth of Teaching" (J. V. Hoffman); "Reading-Writing Connections: The Relations among Three Perspectives" (T. Shanahan and R. J. Tierney); "Motivated Literacy" (M. M. McCaslin); "The Effect of Reader Stance on Students' Personal Understanding of Literature" (J. E. Many); "Joining the Debate: Researchers and Reading Education Curriculum" (P. Shannon); "The NRC Yearbooks Database" (R. S. Baldwin and others); "The Curricular Experiences of At-Risk First Graders in Programs Designed to Promote Success" (M. Lindsey); "Teachers' Developing Insights about the Use of Children's Literature for Language and Literacy Growth" (J. V. Hoffman); "Becoming a Teacher of Literacy: Novice Whole Language Teachers in Conventional Instructional Environments" (N. Padak and O. G. Nelson); "The Effects of Structural Factors of Expository Texts on Teachers' Judgments of Writing Quality" (B. E. Cox); "A Longitudinal Study of Preservice Teachers' Knowledge Structures" (B. A. Herrmann); "Shared Book Reading in an Early Start Program for At-Risk Children" (J. M. Mason and others); "Effect of Early Literacy Intervention on Kindergarten Achievement" (L. M. Phillips and others); "Parents' Perceptions of Children's Reading and Writing Development in a Whole-Language Kindergarten Program" (B. J. Bruneau and others); "A Syllabic-Unit Approach to Teaching Decoding of Polysyllabic Words to Fourth- and Sixth-Grade Disabled Readers" (J. Shelfelbine); "The Influence of Phonics Instruction on Spelling Progress" (L. Nelson); "Assessing Children's Inferencing Strategies" (S. B. Neuman); "Developing Low-Performing, Fourth-Grade, Inner City Students' Ability to Comprehend Narrative" (J. H. Mosenthal); "Lexical Cohesion in Comprehension and Composition: A Synthesis of Research Issues" (R. B. Speaker, Jr. and others); "The Construction of Narratives by Good and Poor Readers" (R. M. Weber); "Interactive Teaching and Learning: Facilitating Learning Disabled Students' Transition From Novice to Expert" (M. A. Gallego and others); "What Determines Course Achievement? An Investigation of Several Possible Influences on Academic Outcomes" (A. J. Pace and others); "A Descriptive Analysis of Good Readers' and Writers' Concepts of Authorship at Grades One, Three and Five" (R. J. Nistler); "Constructing Conversation: Peer Responses to Student Writing" (S. J. McCarthey); "Early Literacy Strategies: Activities Represented in Current Basal Readers" (L. M. Morrow and R. Parse); "Types of Writings Included in Basal Reading Programs, Kindergarten through Second Grade: An Investigation of Changes from 1983 to 1989" (J. Flood and D. Lapp); and "Reading Strategies of Marginally Literate Workers: A Case Study" (V. H. Denny). (MG)

ED 324 680 CS 212 534

Braine, George
Writing Across the Curriculum: A Case Study of Faculty Practices at a Research University.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Higher Education; *Instructional Effectiveness; Interdisciplinary Approach; Teaching Methods; Writing (Composition); *Writing Across the Curriculum; *Writing Instruction; *Writing Processes; Writing Research; *Writing Strategies; Writing Teachers
IDENTIFIERS- *Process Approach (Writing); University of Texas Austin

This study examined the pedagogical practices of interdisciplinary faculty teaching single-subject approach writing-across-the-curriculum (WAC) courses at a research university (University of Texas) to determine the extent to which the faculty practice the process approach to writing instruction. Data were gathered from course syllabi, assignment handouts, and semesterly reports of faculty members teaching 27 WAC courses in natural sciences and engineering. Results revealed that 12 courses did not use a single process approach practice, seven courses used one, six courses used two, and two courses used three practices. Instructors of these WAC courses ignored many opportunities to blend process approach practices into their courses. Revising and sequencing of assignments were the two most frequently used practices while journal writing and peer critiquing were the least used. Results also revealed that the focus in these WAC courses was on quantity of writing (based on a predicted word count) that could be accomplished during a semester rather than on current practices to writing pedagogy. Findings suggest that the expectation placed on interdisciplinary faculty, who are largely unaware of the current composition research and pedagogy, to teach writing appears to be rather unrealistic. (Three tables of data are included; 20 references are attached.) (KEH)

ED 324 777 EA 022 305

McGuire, Kent
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Emerging Issues in State-Level School Finance. ERIC Digest Series Number EA 56.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; *Educational Equity (Finance); *Educational Finance; Educational Needs; Educational Policy; Elementary Secondary Education; Equalization Aid; Expenditure per Student; Expenditures; Governance; Property Taxes; Resource Allocation; School Restructuring; *State Aid
IDENTIFIERS- ERIC Digests

The state role in educational funding as a major educational policy issue is discussed in this digest. The school finance system debate has been stimulated by property tax issues, changing demographic and economic conditions, emphasis on qualitative improvement, and school restructuring. Implications for local administrators include increased accountability for equal distribution of quality teachers, facilities, and materials within districts, and aggressive participation to inform policy makers. (4 references) (LMI)

ED 324 794 EA 022 323

Packard, Richard D.; Dereshiwsky, Mary I.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

A Process Assessment Model for Evaluation, Improvement & Accountability in Effectively Meeting Organizational Purpose and Goals.

PUB DATE- Aug 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; *Models; Organizational Climate; *Organizational Effectiveness; *Organizational Objectives; Program Effectiveness; Program Evaluation; Systems Analysis
IDENTIFIERS- *Arizona

A process for evaluating the effectiveness of educational organizations, with a focus on accountability, is described. An evaluation of 15 pilot-test school districts in the Arizona Career Ladder Project reveals the existence of a major discrepancy between meeting program requirements and achieving program success. A theoretical model of organizational focus and support factors is presented. Eight steps illustrate the cyclical nature of the assessment process, which emphasizes assessment of organizational readiness and operational capabilities. Appendices contain sample profiles of focus and support factors; two figures in the text illustrate the process model. (3 references) (LMI)

ED 324 399 CE 054 191

Greene, Sylvia Lotspeich; Wheeler, Joann
Community Learning Center, Cambridge, Mass.
Basic Literacy Kit. Including "Sam and Val. An Adult Basal Reader."
SPONS. AGENCY- Massachusetts State Board of Library Commissioners, Boston.
PUB DATE- 89
NOTE- 531p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basal Reading; Daily Living Skills; Instructional Materials; *Literacy Education; Phonics; Reading Comprehension; Reading Materials; Reading Programs; Sight Vocabulary; Spelling; Teaching Guides; Writing (Composition)

This literacy kit is designed for adult students reading at the 0-2nd level and their teachers or tutors. It is divided into eight sections: basal reader, phonics, sight words, spelling, writing, comprehension, generative words, and survival skills. The basal reader section consists of a cross-reference guide relating chapters in the reader to topics, worksheets of comprehension questions, and a sheet of discussion questions for each chapter. The other sections provide worksheets, word lists, or questions. All sections contain directions and information for the teacher and conclude with bibliographies. The sections are interrelated and designed to reinforce learning. A general bibliography contains 16 references. Included with the literacy kit is the adult basal reader entitled "Sam and Val." (YLB)

ED 324 414 CE 055 852

Kallembach, Sheri C.; And Others

National Center for Research in Vocational Education, Berkeley, CA.

Students with Limited English Proficiency: Selected Resources for Vocational Preparation.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Aug 90

NOTE- 68p.; For related documents, see CE 055 853-854.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Ancillary School Services; Educational Administration; *Educational Resources; Information Sources; *Limited English Speaking; Secondary Education; *Special Needs Students; *Vocational Education; Work Experience

This document provides annotated listings of resources for state and local administrators of vocational special needs programs as well as special needs educators, counselors, researchers and others serving limited-English proficient (LEP) individuals. While it is not intended to be an exhaustive listing of all available resources, materials included are representative of the field. Publications listed include 25 in program administration, 5 in curriculum and instruction, 8 in comprehensive support services, 2 in formalized articulation and communication, 3 in occupational experience, 26 representing general background literature concering LEP students, and 6 additional resources. Names, addresses, phone numbers, and descriptions of 20 newsletters; 16 agencies, associations, and organizations; 10 centers for educational information and services; 8 information clearinghouses; 3 computer-based information networks; and 5 databases are included. An appendix provides addresses for publishers of the publications listed. Title and author indices are included. (CML)

ED 324 474 CE 056 003

Zellers, Robert W.; And Others
Adult Education Services, Johnstown, PA.
GED Math--A Computer Assisted Mathematics Curriculum.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 90
NOTE- 232p.; Project Number 98-9041.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Algebra; Arithmetic; *Computer Assisted Instruction; Geometry; *High School Equivalency Programs; Material Development; *Mathematics Curriculum; *Mathematics Instruction; Measurement; Teaching Guides; Workbooks
IDENTIFIERS- 353 Project; *General Educational Development Tests

The first document in this set is a final report titled "Preparation for the Mathematics GED Test: A Computer Based Program," which describes a project to develop a General Educational Development (GED) mathematics preparation program for the adult learner at the 9-12 grade level. The other two documents are a teacher's guide and a student workbook, which together with a computer software package comprise the GED mathematics program for adult learners at the 9-12 grade level. The teacher's guide includes program purpose and instructions for the teacher, instructions for the student, answer key for the student workbook problems, and diagnostic examination with an answer key. The student workbook contains explanation and examples as well as exercises for each of the five units of the program. Each unit consists of one to five chapters. Units are: (1) number relationships (whole numbers, fractions, decimals and percent); (2) measurement (length and height measurement, weight measurement, liquid measurement, metric system); (3) data analysis; (4) algebra (arithmetic operations using integers, algebraic equations, inequalities, equations in two variables); and (5) geometry (geometric terms, geometric shapes, volume, coordinate geometry, word problems). (YLB)

ED 324 490   CE 056 032

Houdek, Elizabeth
Illinois Univ., Urbana. Office of Continuing Education and Public Services.

Managing Distance Education Courses. The Guide Series in Continuing Education.

PUB DATE- 90
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; Continuing Education; Course Evaluation; *Curriculum Development; *Distance Education; *Program Administration; Teacher Effectiveness; Teacher Orientation; *Teacher Recruitment; Teacher Selection

This guide for managers of distance education programs consists of five chapters, each with its own appendix. Chapter 1 considers characteristics of good distance educators, possible sources of instructors, and limitations in recruiting instructors. The appendix to this chapter outlines the recruiting process followed at a particular academic institution. Chapter 2 discusses how program staff can get instructors started on the right track, kinds of helpful information that can be provided about the program and about distance education in general, and contract creation. The appendix contains examples of program information, suggestions for reading, and sample course development contract. Chapter 3 addresses the course development process, including the role of course development staff, use of course author manuals, and working with media specialists, review personnel, and credentialing agencies. The appendix contains a list of course authors' manuals, sample diagram for the course development process, two samples of course formats, and a course evaluation form. Chapter 4 focuses on fostering good teaching at a distance through expressing clear expectations and solving instructor problems such as course overload, slow turnaround of assignments, and difficulty in creating/maintaining dialogue with students. The appendix contains sample information provided to teachers and suggestions for establishing a good instructor-student dialogue. Chapter 5 discusses using course evaluations and student feedback in the course revision process, dealing with problem instructors, and rewarding innovation and excellence. Sample course evaluation forms are appended. (YLB)

ED 324 534 CE 056 148

Decker, Larry E.; And Others
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Community Education across America. Profiles of State Networks and Local Projects.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 90
NOTE- 305p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Programs; *Community Education; *Community Programs; Community Resources; Community Schools; Continuing Education; *Demonstration Programs; Educational Resources; *Models; Outreach Programs; Postsecondary Education; Program Effectiveness; *State Programs; Statewide Planning

This national reference manual identifies exemplary local community education projects and highlights the status of statewide community education initiatives and support networks. Information for the directory was gathered through the Community Education Network and National Community Education Association. Preliminary information in the directory includes a description of the development of the state and local profiles, information on the evolution of community education networks, and characteristics of successful local projects. These sections are followed by the body of the document, which provides profiles of state networks and local projects in all 50 states. Information is offered about state contacts, state networks, and 132 exemplary local projects. For local projects, information is included about type of school district providing the project, staffing, community schools, budget, program administration and features, and addresses and telephone numbers. (KC)

ED 324 614 CG 022 875

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Sources of Support for Adolescent Mothers.
PUB DATE- Sep 90
NOTE- 109p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adolescents; *Early Parenthood; Federal Programs; *Financial Support; Illegitimate Births; *Mothers; Pregnancy; *Public Policy; *Unwed Mothers

Adolescent pregnancy and parenthood have become increasingly important public policy issues in recent years for many reasons, including concerns about their prevalence, about the economic and social problems faced by young mothers and their children, and about the budgetary effects of adolescent parents' reliance on public assistance programs. Although teenage pregnancy rates leveled off during the 1980s, the fraction of births to unmarried women doubled, increasing the prevalence of problems associated with young motherhood. A young mother has three potential sources of private income: her parents and other relatives; her husband or the father of her children; and her own earnings. Young mothers are likely to be poor during the first few years after they have children, particularly those who are unmarried and living with only their children. Federal policies addressing the problems associated with adolescent motherhood might follow two approaches: policies to reduce the incidence of births to teenagers, thus avoiding the problems; and policies to increase the resources of young mothers. Because the problems faced by teenage mothers are complex and interrelated, a wide range of policies would probably be required to address them. (ABL)

ED 324 696 CS 212 555

Office of Educational Research and Improvement (ED), Washington, DC.
Help Your Child Learn To Write Well.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Education; Journal Writing; Parent Participation; Parents as Teachers; *Parent Student Relationship; Writing Exercises; *Writing Improvement; Writing Skills; *Writing Strategies
IDENTIFIERS- Writing Development

Arguing that parents can make a big difference, this six-panel leaflet presents simple and fun strategies parents can use to help their children learn to write well. The leaflet points out that children should have a good place to write, the proper materials, sufficient time, and response and praise from their parents. Strategies discussed in the leaflet include: (1) doing real writing; (2) note-taking; (3) brainstorming; (4) journal writing; (5) writing together; (6) using games; (7) making lists; and (8) copying song lyrics, favorite poems, or quotations from books or plays. (RS)

ED 324 762 EA 022 284

Nelson, F. Howard
American Federation of Teachers, Washington, D.C.
AFT Local Union Teacher Salary Survey, 1990. Research Report.
PUB DATE- Apr 90
NOTE- 80p.; Table II contains blurred print. For a related document, see EA 022 285.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Class Size; *Collective Bargaining; *Contract Salaries; Elementary Secondary Education; Expenditure per Student; National Surveys; Public Schools; School Districts; *School District Spending; *Teacher Salaries; *Teacher Student Ratio; *Unions; Urban Areas
IDENTIFIERS- *American Federation of Teachers; Large School Districts

This reference document supports the leadership of locals and state federations in collective bargaining, in designing salary comparisons, and in developing policy. Data are drawn from several sources to more fully describe the American Federation of Teachers' (AFT) largest locals and to describe the nation's largest school districts. Section 1 describes 1988-89 salaries in the school districts serving the nation's 100 largest cities with tabular analyses of rankings, regional listings, comparisons to state averages, adjustments for interarea cost-of-living differences, and comparisons to the average annual earnings of all workers in the metro area. Section 2 focuses on 1988-89 financial information in 50 of the nation's largest school districts, including expenditures per pupil, percent of funding from local sources, and general fund balances. Section 3 provides a summary of the salary schedule and some demographic data for a majority of the AFT's large locals for the 1989-90 school year. Section 4 briefly describes more than 200 contract settlements or wage agreement, each involving at least 1,000 workers, and concludes with salary information from locals that have already negotiated salary schedules for fall 1990 and later years. Twelve figures and 21 tables supplement the text, and 3 appendixes supply population and enrollment figures and a list of data sources grouped by table. (MLF)

ED 324 429 CE 055 909

Allerton, Anne
Further Education Staff Coll., Blagdon (England).
Professional Careers for Women--An Opportunity for All. Information Bank Working Paper Number 2716.
PUB DATE- Jun 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; College Programs; *Employment Level; Females; Foreign Countries; Higher Education; *Nontraditional Students; *Outcomes of Education; Part Time Students; *Professional Occupations; Role Conflict; Student Characteristics; *Student Motivation; *Womens Education
IDENTIFIERS- England

Twenty-one women who were full- or part-time returning students of higher education in England, most at the Dorset Institute, were interviewed about their secondary schooling, age of leaving school, reason for disappointing examination results, career guidance given at school, parental influence, career aspirations, first job after leaving school, domestic circumstances, work after childbearing, qualifications between school and degree, age at which they commenced degree education, and reasons for studying for a degree. The study found that most of the women had not done well at school, had received very little support from either parents or career advisors, and had found themselves hampered in their efforts later in life by the domestic considerations of children, husbands, and mobility, or if single or childless, by the financial necessity of supporting themselves. All the women were intelligent and capable of carrying out higher level positions, and all were prepared to work hard to escape the dead-end jobs to which they were otherwise restricted. The study concluded that those who pursued full-time courses were able thereafter to enter female-oriented work such as teaching or social work later in life. Those who were doing part-time degree work have not had their efforts rewarded to date. None of the women found it easy to undertake higher education alongside their other obligations. According to the study, it appears that underachievement early in life can only be overcome by a successful juggling act that balances hard work with domestic constraints and is undertaken with a great deal of determined effort and sustained by outside support. (KC)

ED 324 519 CE 056 103

Illinois State Council on Vocational Education, Springfield.
Effects of the ICoVE 1986-87 Study of the Coordination of JTPA and Vocational Education. Report 22.
PUB DATE- 8 Mar 89
NOTE- 43p.; Document contains some light type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cooperative Programs; *Coordination; Delivery Systems; *Employment Programs; Federal Programs; Job Training; Postsecondary Education; Program Improvement; Secondary Education; *Vocational Education; *Youth Programs
IDENTIFIERS- *Illinois; *Job Training Partnership Act 1982

A follow-up study investigated what happened to recommendations made as a result of a formal study of coordination between Job Training Partnership Act (JTPA) and vocational education programs in Illinois. Questionnaires listing the nine recommendations were sent to staff of the 26 service delivery areas (20 respondents), staff of the 61 regional delivery systems (31 respondents), staff of community colleges involved with vocational education and JTPA (18 respondents), and other staff (2 respondents). Responses showed that activities to improve communication and coordination had begun. Service delivery areas and regional delivery systems had exchanged plans, as recommended. In a few parts of the state, regional vocational education directors had responsibility for coordination with JTPA, as recommended. Although it had been recommended that State Board and state JTPA administrators identify contractual problems, contractual problems that interfere with JTPA in high schools continued to exist and needed further study. Educational institutions did not have the "right of first refusal" on JTPA contracts. Joint planning for 40 percent youth projects and other youth programs was accepted more in theory than in practice. A professional training program for JTPA staff, vocational teachers, and administrators was still needed. (Following the five-page report, the responses of the four groups of respondents are provided for each question.) (YLB)

ED 324 583 CG 022 839

Engel, John W.

Japanese Sex Differences in Preferred & Observed Divisions of Labor in the Home.

PUB DATE- 12 Nov 90

NOTE- 18p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Cultural Context; Family Attitudes; *Family Life; Foreign Countries; *Home Management; Marital Satisfaction; Non Western Civilization; *Sex Differences; *Sex Role; Sex Stereotypes; *Spouses

IDENTIFIERS- *Divison of Labor (Household); *Japan

This research describes sex roles and divisions of labor observed in families of origin by contemporary Japanese (n=1,000) and contemporary preferences for division or sharing of family tasks. It then compares these preferences to determine whether significant differences exist between men and women in contemporary Japan. For their present and future family life, these Japanese subjects preferred a division of labor in which wives take primary responsibility for housework and husbands take primary responsibility for home maintenance, "breadwinning," and decision making. While the Japanese women tended to think wives should be more responsible than husbands for maintenance of health and management of finances, Japanese men appeared to desire an equal share of these responsibilities. Both Japanese men and women indicated a preference for equal sharing of responsibilities involving education, discipline, recreation, birth control, and communication with relatives. These Japanese men and women differed significantly in their preferences regarding division or sharing of five traditional family tasks. The women wanted more equality or sharing of tasks related to housework, education, "breadwinning," and decision making. The men wanted more equality or sharing of tasks related to maintenance of health. These findings were construed as issues warranting communication and negotiation in family relationships in contemporary Japan. References are included. (Author/TE)

ED 324 630 CS 010 235

Anderson, Jonathan
New Technologies and Literacy.
PUB DATE- Jul 90
NOTE- 10p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Computer Assisted Instruction; Computer Graphics; *Computer Software Development; *Educational Technology; Elementary Education; Foreign Countries; Literacy; Microcomputers; *Reader Text Relationship; *Reading Instruction; Teaching Methods; Tutorial Programs; Word Processing
IDENTIFIERS- Australia; *Text Design

Computer-based technologies are rapidly changing fundamental concepts about texts and how students interact with and learn from those texts. Early use of microcomputers included drill and practice work, tutorial programs, and word processing. In conjunction with information storage devices like magnetic and laser disc, the microcomputer has also brought about an enriched text for use in the classroom. Not only do students have access to vastly increased stores of information through which they may navigate, browse, or select, but text is dynamic with overlapping layers that increase the potential for obtaining meaning. One additional layer or dimension popular with young students is graphics added in book text. Where computers successfully go beyond book text is with the overlaying of animation and sound, while the harnessing of motion video results in interactive multimedia learning environments. (Eight figures containing computer graphics are included.) (KEH)

ED 324 714 CS 507 283

Gaffney, Margaret

A Substitute Teacher Management Program To Enhance Communication between Substitute and Classroom Teachers at the Middle School Level.

PUB DATE- Jun 89

NOTE- 57p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Communication Skills; Intermediate Grades; *Interpersonal Communication; Junior High Schools; *Middle Schools; Organizational Communication; *Staff Development; *Substitute Teachers

IDENTIFIERS- Professional Concerns; Supervisor Supervisee Relationship

This practicum addressed communication enhancement between classroom and substitute teachers by implementing a substitute teacher management program to improve the quality of information and materials teachers made available to substitutes. A systematic method by which substitutes learned school policies and procedures was also developed and employed. A target population of six teachers was established based on data gathered through interviews, surveys, and systematic observations. The basic strategies of the program included: (1) developing, distributing, and utilizing a substitute handbook; (2) designing and implementing a systematic method for teachers to prepare for a substitute; (3) developing and utilizing a substitute report form; and (4) implementing a systematic method by which key resource people were made available to greet and assist substitutes. Pre and post surveys were administered to the target population to determine if the specific objectives had been accomplished. Results indicated that the solution strategies employed were highly successful in enhancing communication, establishing a viable procedure to assist the substitutes in learning school policies and procedures, and improving lesson planning and preparation for substitute teachers. (Appendixes include pre and post substitute teacher surveys, pre and post target population surveys, and interview questionnaires.) (Author/RS)

ED 324 730 CS 507 305

Neer, Michael R.; Kircher, W. Faye

Classroom Interventions for Reducing Public Speaking Anxiety.

PUB DATE- Nov 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Communication (Thought Transfer); *Communication Apprehension; *Communication Problems; Communication Research; Communication Skills; Higher Education; Intervention; *Public Speaking; *Teaching Methods; Undergraduate Students
IDENTIFIERS- Communication Strategies

A study examined the effects of controlling situational factors (i.e., instructional interventions) on reducing state anxiety level of low and high public speaking apprehensives. Subjects were 306 undergraduates enrolled in the basic public speaking course at a midwestern university during the 1988-1989 academic year. Situational factors tested were task difficulty, ambiguity reduction, acquaintance level, evaluation potential, familiarity, and stimulus duration. These factors were tested by manipulating the instructional format through which the initial public speaking assignment was structured. Results indicated support for several of the situational factors. It was demonstrated that speaking before half the class aroused less anxiety than speaking before the entire class, while a personal experience speech resulted in lower reported anxiety than the evidence speech. Speaking last on the assigned day also aroused less anxiety than speaking first, while a random speaking order and a speaking limit of 5 minutes each resulted in lower anxiety than the exact order and the 10-minute limit. Collectively, findings suggest that select interventions reduce public speaking anxiety of students enrolled in a basic public speaking class regardless of their prior communication apprehension level. (Two tables of data are included and 21 references are attached.) (MG)

ED 324 746 EA 022 224

Pareek, Udai; Rao, T. V.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Handbook for Trainers in Educational Management--With Special Reference to Countries in Asia and the Pacific.
PUB DATE- 81
NOTE- 285p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrator Role; *Educational Administration; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Management Development; *Training Methods
IDENTIFIERS- *Asia; *Pacific Region

Within the framework of UNESCO's program in the field of educational policies, planning and administration, the training of educational planners, and the training and upgrading of educational administration staff is a high priority concern. Addressed to both trainers and practitioners, this three-part handbook stresses the development of training competencies, including training materials. To introduce trainers to the educational management scene in Asia and the Pacific, part A discusses some general issues, such as the role of educational planners and administrators, the importance of training in improving educational management, available training opportunities, and appropriate training contexts. This part also provides a country-by-country account of the training facilities and systems in Asia and the Pacific region for training educational managers. issues and concerns. The six chapters in part B discuss various aspects of planning and organizing training, including strategies, techniques of identifying training needs, modular curriculum development, methods of classifying training modalities, training institute organization, and techniques for evaluating training. Part C presents several effective methods for training administrators. Recognizing the serious limitations of the lecture method, the nine chapters in this section explore alternatives such as self-instruction materials, simulation exercises and games, in-basket exercises, and case method, role playing, field training, self-study and small group work, instrumented training, and distance training. (47 references) (MLH)

ED 324 795 EA 022 324

Education Commission of the States, Denver, Colo.; Policy Center Network.
State Policy and the School Principal: A Summary of Case Studies from Seven States.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- Feb 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrator Effectiveness; Administrator Evaluation; Career Development; Case Studies; Cooperation; Educational Change; Elementary Secondary Education; Excellence in Education; Institutional Cooperation; Personnel Policy; *Policy; *Principals; *State Action; *State Government; *State School District Relationship
IDENTIFIERS- California; Florida; Illinois; Ohio; South Carolina; Texas; Utah

Representatives from seven education policy centers housed in universities teamed up with policy analysts from each of their respective state governments to study how state policy influences who becomes a principal and how these leaders perform. This report represents a critical summary of case studies conducted in seven states: California, Florida, Illinois, Ohio, South Carolina, Texas, and Utah. Government and university policy analysts from each of the seven states reviewed specific policies, statutes, legislative actions, and regulatory codes aimed at the principalship and interviewed 15 principals in each state. Seven state teams looked at personnel management, curriculum and instruction, and children and youth policies to see how they directed principals' work. Essentially, these teams explored what state policy has to say about principal preparation, career development, employment, and performance assessment. Three issues emerge as particularly critical and significant: (1) the most direct and influential state policy approach to school leadership is in the area of entrance standards and procedures; (2) there is a need to define roles and responsibilities clearly for the school principal; and (3) recent efforts at educational reform have yet to provide new concepts of the school principalship. (MLF)

ED 324 811 EA 022 349

Wilson, Carol; And Others
Washington Univ., Seattle. Center for Educational Renewal.
Breaking New Ground: Reflections on the School-University Partnerships in the National Network for Educational Renewal. Occasional Paper No. 8.
PUB DATE- May 89
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; Educational Cooperation; Educational Innovation; Elementary Secondary Education; Higher Education; Institutional Cooperation; *Networks; Organizational Effectiveness; *Program Development; Program Evaluation; School Based Management; Shared Resources and Services; Teacher Education
IDENTIFIERS- *National Network for Educational Renewal

Successes and setbacks of 14 school-university partnerships in the National Network for Educational Renewal (NNER) are discussed in relation to the general characteristics of individual and institutional change cycles. Six observed problems related to achieving NNER agenda are as follows: (1) misunderstandings about the agenda; (2) diversity of individual partnership objectives; (3) conflict between process and substance; (4) resistance to change; (5) leadership styles and objectives; and (6) information dissemination. Organizational development is discussed according to five stages: getting organized, early successes, waiting for results, major successes and expansions, and mature partnership. developmental stages are discussed and recommendation are made for topics of further inquiry. (10 references) (LMI)

ED 324 828 EA 022 383

California State Dept. of Education, Sacramento. Office of School Improvement.

Quality Criteria for Middle Grades: Planning, Implementing, Self-Study, and Program Quality Review.

PUB DATE- 90
NOTE- 241p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Change Strategies; *Educational Planning; Junior High Schools; *Middle Schools; *Self Evaluation (Groups)
IDENTIFIERS- *California

Because positive changes in a school's capacity to educate all its students are not automatic, the California Department of Education has launched an educational reform model embodied in a comprehensive School Improvement Plan (SIP). The model is based on student-centered educational standards (quality criteria) that direct the four SIP processes of planning, implementation, self-study, and program quality review. These processes were developed to engage the entire school community in improvement activities to benefit all student populations. This four-part document has been designed to help members of a quality review team conduct a review of middle school programs. Part I describes how the quality criteria can be used for planning and implementing school improvement initiatives at a school site. Part II is the guide for conducting a school's self-study. Part III describes program quality review procedures, the application of quality criteria to the school's curriculum and instructional program, and the means for developing suggestions in the report of findings. Part IV details the quality criteria for middle grades, including eight curricular and five schoolwide criteria. Curricular criteria reflect the major themes of state curriculum handbooks, frameworks, and curriculum guides. Schoolwide criteria, emphasizing students in transition, are derived from various school improvement publications and the judgment of middle grades educational practitioners. (MLH)

ED 324 444 CE 055 959

Jennings, James; Moore, William Joseph
Vocational Technical Education in Boston: Towards Accountability, Prioritization, and Decentralization.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; Blacks; Community Organizations; *Decentralization; Dropout Prevention; Educational Change; *Ethnic Groups; *Governance; *High Risk Students; Hispanic Americans; Program Improvement; *School Based Management; Secondary Education; Technical Education; Urban Education; *Vocational Education
IDENTIFIERS- Latinos; *Massachusetts (Boston)

This report proposes 2 major governance options and 19 programmatic recommendations, partially directed at expanding the role of community-based organizations in improving the quality of vocational-technical education at the Madison Park/Humphrey Center in Boston. The report is based on a study that assessed and presented the views of Black and Latino community-based organizations and interests regarding the future direction and governance of the Madison Park/Humphrey Center. Data were gathered through workshops and meetings of parents, teachers, and community and business representatives set up by an advisory committee. The two governance recommendations, aimed at establishing accountability for results in vocational-technical education, are that an independent vocational-technical education school district be established in Boston through a Home Rule petition and that a strong form of school-based management be established for the Madison Park/Humphrey Center. The 19 programmatic recommendations revolve around basic skills acquisition, professional development of educators, educational articulation and cooperation, technology education, a preengineering program, part-time and evening programs, an equal opportunity employment office, a humanities module, student/teacher visits to worksites, curriculum evaluation, and grantsmanship. The appendices include a list of study participants as well as statements on 12 perceived weaknesses of vocational technical education at the Center. (KC)

ED 324 552 CE 056 198

Turner, C. M.
Further Education Staff Coll., Blagdon (England).

Moral Decision Making--The Work of Lawrence Kohlberg. Information Bank Working Paper Number 2546A.

PUB DATE- Dec 88
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; *Decision Making; *Decision Making Skills; Ethical Instruction; Ethics; Foreign Countries; Higher Education; Individual Development; Moral Development; Moral Issues; *Moral Values; Social Cognition; *Value Judgment; Values; *Values Clarification
IDENTIFIERS- *Kohlberg (Lawrence)

Teaching moral behavior in schools is particularly difficult today because there is a diversity of standards reflecting the diverse elements of the culture. Even if consensus on morality could be assumed, however, past experience suggests that students would reject much of it, and neither arguing with them nor joining their rebellion is particularly constructive. A totally different way of looking at moral codes has been developed in the work of Lawrence Kohlberg. Kohlberg established two principles: (1) the process of thinking in reaching a moral decision is more important to educationists than the content of the decision; and (2) all people through childhood, adolescence, and adulthood develop through stages of moral decision making. He identified three levels of thinking, within each of which were two stages. The six stages progress from "obedience and punishment orientation" to "conscience or principle orientation." Awareness of the moral content of decision making is an important part of college life; the process should be taught to students and used by faculty in arriving at decisions for the college. (KC)

ED 324 568 CG 022 822

Satcher, Jamie F.; Dooley-Dickey, Katherine

Rehabilitation Counselors and Postsecondary Academic Institutions: Partners in Meeting the Needs of LD College Students.

PUB DATE- Feb 90
NOTE- 15p.; Paper presented at the Annual National Rehabilitation Counselors Association Professional Development Symposium (7th, Boston, MA, February 9-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *College Students; Counseling Services; *Counselor Role; Higher Education; *Learning Disabilities; *Rehabilitation Counseling; School Counseling; *Student Needs

This paper focuses on the joint partnership between the rehabilitation professional and postsecondary academic institutions when serving clients with learning disabilities. Definitions of learning disability are explored as well as the types of evaluations used to determine if a learning disability exists. Assessment techniques are discussed. The variety of behavioral and psychosocial deficits which affect the ability of learning disabled persons to secure and maintain employment are described. The needs of the college student with a disability are indicated. The following recommendations for the involvement of the rehabilitation counselor are suggested: (1) provision of comprehensive assessment of the client's disability and its limitations; (2) assistance in integrating strengths and limitations in planning for maximizing vocational potential; (3) coordination with university personnel in providing appropriate support services; (4) provision of intensive counseling and follow-up services to assist in adjustment to the college environment; and (5) assistance in the provision of necessary aids, devices, and accommodations to facilitate academic success. (Author/ABL)

ED 324 664 CS 010 285

Sergesketter, Kathleen; Gilman, David
The Effect of Length of Time in Kindergarten on Reading Achievement.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Comparative Analysis; *Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; Primary Education; *Reading Achievement; *Time Factors (Learning)
IDENTIFIERS- Gates MacGinitie Reading Tests

A study was conducted to assess the effect on reading achievement of changing the length of the kindergarten day. Mean scores of 148 children attending half-day kindergarten were compared to mean scores of 96 children attending all-day kindergarten. Four full-day experimental groups and four half-day control groups were selected, and their socioeconomic levels were matched. The Gates MacGinitie Reading Tests were used to collect data from the experimental and control groups during the same week at the end of the first grade year. Results showed there was no significant difference in reading scores between full-day and half-day kindergarten students. (One figure and two tables of data are included.) (Author/SR)

ED 324 697 CS 212 556

Day, Serenna F.
Horn Book Index 1924-1989.
PUB DATE- 90
NOTE- 534p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Education; *Indexes; Information Retrieval; Periodicals
IDENTIFIERS- *Horn Book Magazine

Including over 80,000 references, this index is the cumulation of the annual indexes of the "Horn Book Magazine" from 1924 to 1989. The index was undertaken so that subject access to 65 years of the "Horn Book Magazine" could be provided, along with access to book titles and the names of authors, illustrators, and other book-related people. (RS)

ED 324 778   EA 022 306

Reimers, Fernando M.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
A New Scenario for Educational Planning and Management in Latin America: The Impact of the External Debt. IIEP Research Report No. 81.
PUB DATE- 90
NOTE- 134p.; Appended line graphs will not reproduce clearly due to their small size.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Developing Nations; *Economic Factors; *Educational Finance; Elementary Secondary Education; *Finance Reform; Foreign Countries; *Government Role
IDENTIFIERS- *Debt; *Latin America

This document examines whether Latin America's external indebtedness has contributed to the financial squeeze in education. The first chapter summarizes a few contradictory studies on the subject. The evidence presented in chapters 2 and 3 supports the conclusion that debt levels in the 1980s have had a negative impact on education as a percentage of government expenditures. As the next two chapters show, there have been changes in the type of educational expenditures. A higher percentage now goes for recurrent expenditures, such as salaries, teaching materials, and scholarships. Chapter 6 is a case study of the adjustment in Costa Rican education. Clearly, the priority given education by Latin American governments has diminished during the current economic or debt crisis. Acknowledging this new scenario of diminished government resources for education and the distortions resulting from quick-fix adjustment, chapter 7 calls for major reforms in educational policy. Chapter 8 suggests numerous propositions to reform Latin American educational planning and management. The major challenge for Latin American governments is to bring forth partnership and responsibility among different social groups so that necessary policy changes become politically feasible. Two statistical appendices are included. (106 references) (MLH)

ED 324 460 CE 055 981

Nel, Johanna

The Role of Literary Associations in the Education of Adults at the Turn of the Century.

PUB DATE- Oct 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (8th, Greeley, CO, October 4-7, 1990). Dot matrix type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; *Community Organizations; Community Programs; *Educational History; *Literacy Education; *Social Organizations; State Programs; Womens Education
IDENTIFIERS- *Wyoming

This study investigated the role of literacy associations in the education of adults in Wyoming at the turn of the century. Information was gathered through extensive analysis of published and unpublished documents, especially primary resources in several archives and libraries, and from newspapers of the period. Evidence suggests that literary associations played a major role in the provision of learning opportunities for adults during the pioneer years of the state. Although various organizations, such as fraternal groups, women's clubs, and church groups, contributed to the education of adults, literary associations appear to have had the most clearly developed educational goals. In most other instances, the education of adults was viewed as a coordinate function. However, with two exceptions, literary societies were limited to men. The main agency for the creation of learning opportunities for women during the early years appears to have been women's clubs. (KC)

ED 324 475 CE 056 004

Erie City School District, Pa.
GED Intensive Study Guide. A 353 Special Project Report. September 1, 1989 to June 30, 1990.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 90
NOTE- 25p.; Project Number 98-0008.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Adult Students; Attendance; *High School Equivalency Programs; Literacy Education; *Outcomes of Education; Program Effectiveness; *Program Implementation; *Student Attrition; Teaching Methods; *Test Coaching; *Tutoring
IDENTIFIERS- 353 Project; *General Educational Development Tests

A project was conducted at the Adult Learning Center in Erie, Pennsylvania, to help clients who had recently failed (and almost passed) the General Educational Development (GED) examination to reapply themselves to specific curriculum materials, correct deficiencies, and retake the GED test. Intense guidance was provided to each student in the program. The program included: (1) maintaining daily contact with each student to provide encouragement and positive motivation in their preparation; (2) counseling that included requiring each student to write their long- and short-term career goals; (3) encouraging students to apply to programs to further their education after the GED; and (4) group instruction in test taking. Classes were held from 6:30 to 9:00 p.m. on Tuesdays and Thursdays. The program was built around programmed disposable materials, along with some audiovisual materials. Forty-two students enrolled in the program, 20 retested, and 11 actually achieved their GEDs. Attendance was a problem for many students, and their low level of attendance could not be overcome by staff even with intensive contact. The study concluded that high numbers of prospective students must be contacted in order to recruit and retain the number of students projected in project goals for this population. (KC)

ED 324 505 CE 056 062

Hummel, Charles
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
School Textbooks and Lifelong Education: An Analysis of Schoolbooks from Three Countries. UIE Monographs 12.
PUB DATE- 88
NOTE- 150p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adult Education; *Educational Philosophy; *Foreign Countries; *Lifelong Learning; Postsecondary Education; Secondary Education; *Textbook Content; Textbook Research; Textbooks
IDENTIFIERS- *Singapore; United States; *Wales

This book analyzes the contribution made by school textbooks to the fostering of lifelong learning skills. Two complementary approaches were adopted for the research on which it is based. The first, a deductive approach, is reflected in part 1 of the book. Starting from the conceptual framework of lifelong education as it has been developed by the Unesco Institute for Education (UIE), a list of objectives establishes the function of schooling within the perspective of lifelong education. The list of objectives is as follows: (1) stimulation of student interest (motivation); (2) creativity and self-direction; (3) transfer (i.e., linking educational experiences with life); (4) linkage among disciplines; and (5) flexibility. This list suggests tasks that can be related to characteristics of textbooks in the context of lifelong education; the characteristics are these: format, presentation, language, methodology, and achievement (e.g., self-assessment and self-awareness). The second approach, an inductive approach, is used in part 2 of this study. Three main steps are identifiable within this approach: the selection of textbooks thought to embrace principles of lifelong education; the testing and refining of the matrix used for analyzing the textbooks; and the analysis of textbooks selected by three national teams in Singapore, the United States, and Wales. The findings reported in the study show that much has been accomplished with regard to textbook design in order to promote the objectives of lifelong education; nevertheless, the achievement of certain objectives (i.e., linkage among disciplines and flexibility) is less in evidence. Much remains to be done if textbooks are to support all of the objectives of lifelong education. Details of the U.S. study and lists of the textbooks analyzed are included in the appendix. (68 references) (KC)

ED 324 535 CE 056 149

Dowd, Steven B.
AIDS Knowledge and Attitudes of Health Professionals. An Annotated Bibliography.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Allied Health Personnel; *Attitudes; Citations (References); *Educational Needs; Graduate Medical Education; Hospital Personnel; Medical Education; *Nurses; Nursing Education; Physician Patient Relationship; *Physicians; Postsecondary Education; *Research Reports

This bibliography presents, in reverse chronological order, the results of 22 articles from professional journals discussing the knowledge and attitudes found in various groups of health professionals regarding acquired immune deficiency syndrome (AIDS), Human Immunodeficiency Virus, and patients with AIDS. This review covers a 5-year retrospective search of the literature. The findings of most of the studies are that AIDS patients are feared by many health professionals, including those with many years of education, such as physicians and medical school faculty. Every article cited calls for more education--entry-level and continuing. Some call for education that is primarily attitudinal/affective; some for knowledge-based education; most call for more of both types of education. (KC)

ED 324 599 CG 022 855

Scheer, Judith K.
Into Adolescence: Living Without Tobacco. A Curriculum for Grades 5-8. Contemporary Health Series.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 90
NOTE- 94p.; For other titles in this series, see CG 022 854-858.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Health Education; Intermediate Grades; Junior High Schools; *Preadolescents; *Prevention; *Smoking; *Tobacco

The "Contemporary Health Series" covers critical health and family life topics in a sequence of modules with two curricular divisions: "Into Adolescence" for middle school teachers and "Entering Adulthood" for high school teachers. This module presents a tobacco "no use" message to students in grades five through eight through a series of eight lessons. To enable students to better understand the effects of tobacco use on the body, the first lesson explains the structure of the respiratory system and its functions. Lesson 2 teaches that all forms of tobacco, including smokeless tobacco, are harmful. Lesson 3 explores the physical effects of tobacco use. Lesson 4 continues the examination of the dangers of tobacco use, including the effects of sidestream and secondhand smoke. Lesson 5 allows students to consider the various factors that influence their decisions and ways to counteract negative influences; lesson 6 deals with peer pressure and offers students the opportunity to practice refusal skills. Lesson 7 continues the study of influences on decisions about tobacco use with an examination of advertising techniques. The final lesson helps students look at reasons for the choices people make about tobacco use and encourages students to make a public statement about tobacco use and to support the goal of a tobacco-free society. (NB)

ED 324 615 CG 022 876

American School Counselor Association. Alexandria, VA.; National Association of College Admissions Counselors, Alexandria, VA.

Professional Development Guidelines for Secondary School Counselors: A Self-Audit. Second Revision.

PUB DATE- 86
NOTE- 75p.; For a related document, see CG 022 877.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Evaluation Methods; *Professional Development; *School Counseling; *School Counselors; *School Guidance; *Secondary Education; Secondary Schools; Self Evaluation (Groups)

This document is a practical self-evaluation guide for secondary school counselors to use in identifying and measuring broad professional principles of good practice, management, and conduct. This manual may be used for training staff members, conducting inservice workshops, and developing certification guidelines. It is also a convenient tool for accrediting teams to use when evaluating guidance/counseling departments. These topics are covered: (1) the philosophy, objectives, and policies of the guidance/counseling department; (2) the role and function of the guidance/counseling department in the school; (3) the role and function of the school counselor, including general role and function, personal counseling, career guidance and counseling, college and financial aid guidance and counseling, ancillary services, testing, working in a consulting capacity, referrals, accountability, and identifying trends and issues; (4) specialized populations in counseling; (5) professionalism and the school counselor; and (6) professionalism and the field. A bibliography/resource list is included. (ABL)

ED 324 681 CS 212 535

Ford, Michael P.
Reflecting on Learning about Teaching--Glimpses of a Child's Mind: Journaling beyond the Campus to the Classroom.
PUB DATE- 6 Jul 90
NOTE- 3p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialog Journals; Elementary Education; Higher Education; Interschool Communication; *Journal Writing; Methods Courses; Reading Instruction; *Reading Writing Relationship; Remedial Reading; Teaching Methods; Writing Exercises; Writing Skills
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A graduate reading course provided students a hands-on experience in using dialog journals with elementary school children to illustrate the value of integrating writing opportunities into reading programs. Every week of the semester reading methods students read, responded, and returned the journals to the cooperating elementary classes. Only five basic guidelines regarding the nature of responses were followed: being positive and letting the children know they were becoming good readers and writers; encouraging interactions by answering questions and posing questions; modeling correct mechanics; moving the children closer to talk about their reading and writing; and writing responses so that the children could read them easily. Observation and comments in the graduate students' personal journals indicated increased student awareness of the need for similar writing projects in their reading programs as well as improved insights about interests of elementary children and their writing problems. (KEH)

ED 324 400 CE 054 366

Munn, Pamela; And Others
Scottish Council for Research in Education.
Part-Time Adult Educators and Training: A Study of Needs and Provision. SCRE Project Reports.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Dec 89
NOTE- 46p.; For related documents, see ED 320 728-729 and CE 055 127. Report of the "Training Needs of Part-Time Community Education Workers" project undertaken in collaboration with the Scottish Community Education Council.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adult Education; *Adult Educators; *Community Education; Foreign Countries; Inservice Teacher Education; Learning Modules; *Needs Assessment; *Part Time Faculty; Refrcsher Courses; *Teacher Attitudes; *Teacher Education; Teacher Orientation
IDENTIFIERS- *Scotland
Research on the training needs of part-time community education workers in 1988 in Scotland focused on adult educators. Thirty-two 45-minute tape-recorded interviews were conducted in three areas: an inner-city area, a rural area, and a mixed area of large towns with a rural hinterland. The interviewee group included 21 part-time adult educators and 11 immediate employers or trainers. Four broad categories of training needs for part-time adult education workers were identified: (1) an introduction to the setting in which one is operating; (2) the development of key basic skills necessary to perform the job of part-time adult educator; (3) refresher courses for experienced workers; and (4) specialist courses such as counseling, assertiveness, and computers. Existing training was perceived as successful by the part-time workers when it included opportunities to meet other part-time staff, was content-relevant to the work situation, included practical activities, was not too time consuming, and was delivered by those with recent experience in adult education. Although few of the interviewees had experienced modular training, there was considerable support for a modular approach from part-time staff; however, full-time staff voiced many doubts about it. (CML)

ED 324 415 CE 055 853

Kallembach, Sheri C.; And Others
National Center for Research in Vocational Education, Berkeley, CA.
Teen Parents: Selected Resources for Vocational Preparation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 60p.; For related documents, see CE 055 852-854.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Ancillary School Services; *Early Parenthood; Educational Administration; *Educational Resources; Pregnancy; Secondary Education; *Special Needs Students; *Vocational Education; Work Experience; *Youth Problems

This document provides annotated listings of resources for state and local administrators of vocational special needs programs as well as special needs educators, counselors, researchers and others serving teen parents. While it is not intended to be an exhaustive listing of all available resources, materials included are representative of the field. Publications listed include 17 in program administration, 2 in curriculum and instruction, 8 in comprehensive support services, 3 in formalized articulation and communication, 5 in occupational experience, 19 representing general background literature concerning teen parents, and 5 additional resources. Names, addresses, phone numbers, and descriptions of 15 newsletters; 18 agencies, associations, and organizations; 8 centers for educational information and services; 4 information clearinghouses; 2 computer-based information networks; and 7 databases are included. An appendix provides addresses for publishers of the publications listed. Title and author indices are included. (CML)

ED 324 491 CE 056 033

Further Education Unit, London (England).
Curriculum Development through YTS Modular Credit Accumulation.
PUB DATE- 90
NOTE- 144p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Articulation (Education); Competency Based Education; *Cooperative Programs; *Curriculum Development; Foreign Countries; Job Training; *Learning Modules; Postsecondary Education; Program Development; Program Evaluation; Secondary Education; Unemployment; *Vocational Education; *Youth Employment; Youth Programs
IDENTIFIERS- England; *Youth Training Scheme

This document reports the evaluation of the collaborately developed Modular Training Framework (MainFrame), a British curriculum development project, built around a commitment to a competency-based, modular credit accumulation program. The collaborators were three local education authorities (LEAs), those of Bedfordshire, Haringey, and Sheffield, later joined by Liverpool LEA and the Wirral Metropolitan College. Section 1 of the report is an overview of evaluation objectives. Section 2 outlines the introduction of the Youth Training Scheme (YTS), subsequent changes and developments, and the response of the further education sector. Development of the project is discussed with emphasis on the advantages and disadvantages of collaboration. Section 3 on program design considers the background to the trend to modularization; emphasizes trainee-centered and negotiated curricula, access, and curriculum entitlement; and focuses on integration in the MainFrame modular system. The methodology used for the derivation of a competency-based program and associated assessment considerations are examined. Section 4 evaluates how MainFrame operates in practice. Topics include delivery of programs, different learning and teaching styles, initial assessment, action plans, guidance and support, assessment and its relationship to National Vocational Qualification, and integration of on- and off-the-job training. Section 5 considers the institutional support required to make MainFrame effective, the critical role of the liaison officer, and staff development needs. Section 6 summarizes major lessons in the context of MainFrame's possible future developments. Appendices provide a checklist of questions used in the evaluation an a training inventory form. (YLB)

ED 324 665 CS 010 286

Sanacore, Joseph
Administrative Guidelines for Supporting the Whole Language Philosophy.

PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Guides; *Administrator Role; Administrators; Elementary Education; Independent Reading; Principals; Teacher Administrator Relationship; Vocabulary Development; *Whole Language Approach
IDENTIFIERS- Emergent Literacy

Administrators should realize that whole language is a multidimensional belief system, that everyone involved in its implementation must become a learner, and that this process requires risk taking in a supportive environment. Principals can provide such support by working cooperatively with teachers during every phase of implementation. The following guidelines are suggestions that can be added to individuals' repertoires and used when needed: (1) form study groups for the purpose of sharing information; (2) develop a firm belief in emerging literacy; (3) treat independent reading as an important activity rather than as a frill; (4) encourage the teaching of vocabulary through reading immersion; (5) support teachers' demonstration activities that reinforce the role of context for expanding word knowledge; and (6) focus on informal evaluation that is well-matched with instruction. These guidelines are only a sampling of the many ways in which educational leaders and teachers can take risks while they promote worthwhile strategies and activities for children. (Eighty-five references are attached.) (RS)

ED 324 698 CS 212 557

Wauchope, Barbara

Using Personal Journals in the Classroom.

PUB DATE- Nov 90
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Higher Education; *Journal Writing; Self Expression; *Social Sciences; *Student Journals; *Teacher Student Relationship; Writing Across the Curriculum; Writing Exercises
IDENTIFIERS- Writing Development

Teachers in the social sciences have found that journals can be useful tools in their classes. Depending on the needs and preferences of the teacher, a variety of formats can be used: highly structured journals based on regular teacher-directed classroom and homework assignments or completely free-form diary-like personal types. No matter what the format, a journal is ideally a non-threatening place where a student can be free to explore and analyze critically a broad range of ideas and feelings, attitudes and opinions about the subject of the course. Benefits to the teacher include a very personal but nonthreatening interaction between teacher and student, opportunities for dialogue with each student, and greater knowledge and understanding of the students. When teachers use journals in the classroom they tend to like the results; however, most acknowledge that journals can demand more time and commitment from the teacher than the usual term papers and do not recommend them for large classes. Problems also arise over how to grade journals, issues of confidentiality and trust between teacher and student, and the temptation of the teacher to act as therapist. Students' reactions to journals tend to be very enthusiastic, and although they sometimes object to the greater commitment and larger amount of writing that is required of them, the majority like the unusual approach to learning and the new insights that they gain into themselves, their family and friends. (Twenty references are attached.) (Author/MG)

ED 324 731 CS 507 306

Neer, Michael R.
Instructor Communication Behavior as a Factor Influencing the Class Participation of Classroom Communication Apprehensives.
PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Communication Apprehension; *Communication Skills; Higher Education; *Instructional Effectiveness; Student Participation; *Teacher Effectiveness; Undergraduate Students
IDENTIFIERS- *Communication Behavior

A study investigated instructor communication behavior as a factor mediating classroom apprehensives' (CA) perceived discomfort with class participation. Respondents were 142 female and 85 male undergraduates enrolled in speech communication courses during the 1988-1989 academic year. Respondents were provided a packet of survey materials containing the communication apprehensive measure and dependent measures. The survey was administered during the final 20 minutes of class at the end of the first week of the semester. Findings revealed that classroom apprehensives rated several instructor communication behaviors as decreasing perceived discomfort about participation. Results indicated that instructors may directly contribute to remedying the discomfort level of high CA's by utilizing communication that reduces their anxiety. Future research should focus on identifying additional instructor behaviors that function as either situational causes of anxiety or those which mediate situational anxiety. (One table of data and one figure are included, and 31 references are attached.) (MG)

ED 324 763 EA 022 285

Nelson, F. Howard
American Federation of Teachers, Washington, D.C.
Survey and Analysis of Salary Trends, 1990. Research Report.
PUB DATE- Jul 90
NOTE- 83p.; For a related document, see EA 022 284.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Contract Salaries; Elementary Secondary Education; Expenditure per Student; Inflation (Economics); National Surveys; Public Schools; *Salaries; *Salary Wage Differentials; *School Personnel; *Teacher Salaries; *Trend Analysis; Unions
IDENTIFIERS- *American Federation of Teachers

While serving as the primary vehicle for reporting the results of the American Federation of Teachers (AFT) annual survey of state departments of education, this report also relies on several other data sources. Data include national average salaries or earnings for teachers, other school employees, government workers, and professional employees over the past 25 years. Beginning salaries for teachers and other college graduates over the past 15 years are reported. The AFT's survey of state departments of education also asked states to provide information on actual beginning salaries, experienced teachers reentering the classroom, and retirement rates. Comparisons with the various tables can be developed to suit the purposes of a particular local or state federation. The report is organized in four sections. The first section focuses on state comparisons; the second highlights trends in national averages; the third focuses on beginning teachers, with supplemental information on experienced teachers reentering the profession and teacher retirement; and the fourth presents an international comparison concerning public spending on education and some international teacher salary data. The text is accompanied by 21 figures, 22 tables, and 5 maps, and 2 appendixes provide education data by state for 1988-1989 and 1989-1990 and a list of data sources referenced by table. (MLF)

ED 324 812 EA 022 350

Goodlad, John I.
Washington Univ., Seattle. Center for Educational Renewal.
The National Network for Educational Renewal: Past, Present, Future. Occasional Paper No. 7.
PUB DATE- Dec 88
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Educational Cooperation; Educational Innovation; Elementary Secondary Education; Higher Education; Organizational Effectiveness; Professional Development; Professional Education; Schools of Education; Teacher Education; Teacher Improvement
IDENTIFIERS- *National Network for Educational Renewal

The development of 14 National Network for Educational Renewal (NNER) school-university partnerships to achieve school renewal and educator education is assessed. The first three sections constitute the substance of the general session of the 1988 Indianapolis NNER conference. The papers provide historical overview of the program, a discussion of the program goals of school renewal and educator education, and the identification of criteria for the role of the Center for Educational Renewal, followed by the speaker's responses to questions from conference participants. Four figures illustrating the collaborative school-university relationship are included. (20 references) (LMI)

ED 324 430 CE 055 911

Graystone, J. A.
Further Education Staff Coll., Blagdon (England).
Education Reform Act 1988 and Further Education. General Background Information. Information Bank Working Paper Number 2706.
PUB DATE- Nov 88
NOTE- 19p.; Document contains colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Continuing Education; *Educational Improvement; *Educational Legislation; *Educational Policy; Foreign Countries; Postsecondary Education
IDENTIFIERS- *Education Reform Act 1988 (England)

This paper analyzes the implications of the Education Reform Act of 1988 on further education in Great Britain. The six major sections of the paper examine the following: (1) the sections of the act; (2) major proposals in the Education Reform Act 1988; (3) other general information about the act; (4) summary of further education clauses of the act; (5) impact of the act on further education; and (6) some key issues for further education arising from the Education Reform Act. Three appendixes provide a timetable for implementation of the act, discuss some differences between the Education Reform Act 1988 and the Green Paper "Maintained Further Education: Financing Governance and the Law," and list some acronyms and abbreviations used. (KC)

ED 324 520 CE 056 109

Fulton, Rodney D.

Building for Adult Education: The Commission on Architecture of the Adult Education Association of the USA.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Sep 88
NOTE- 20p.; For a related document, see CE 055 871.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; *Architectural Programing; *Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Educational History
IDENTIFIERS- *Adult Education Association of the USA

This document chronicles and evaluates the work of the Adult Education Association of the USA by its Commission on Architecture as the starting point for concern about how the places used for adult education are a part of the learning equation. A critical analysis of this first commission of a national professional organization shows that individual motivation often sustained the work, but that the question has often lost its place in the concerted efforts of adult educators when that individual was no longer championing the cause. The article chronicles the work of the Commission noting the following highlights: (1) acceptance by the Adult Education Association of a $2,000 grant in 1953 to conduct a conference to examine the implications of adult education for school architecture and to disseminate recommendations; (2) two Commission meetings in 1955 at which the Commission developed an outline for a book, "Architecture for Adult Education," and then approved the text, format, and examples; (3) distribution of the book by 1958; and (4) the Commission's last and largest project, the national Conference on Architecture in December 1958. The paper concludes with a brief reference to rebirth of interest in adequate physical facilities and the creation of a new Commission on Planning Adult Learning Systems, Facilities and Environments. (YLB)

ED 324 536   CE 056 150

Coombs, Lucinda H.
Maine State Dept. of Educational and Cultural Services, Augusta.; Maine Univ., Orono.

The GED Writing Skills Test Essay Teacher Training Manual.

PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; Adult Students; Andragogy; Case Studies; Citations (References); Classroom Techniques; Educational Resources; *Essay Tests; *High School Equivalency Programs; Teaching Methods; *Test Coaching; Testing; Test Manuals; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *General Educational Development Tests

This training manual contains background information about the 1988 General Educational Development (GED) test, ideas for teaching and assessing writing to prepare students for the test, and samples of classroom materials teachers can use. Sections include information on the following: the writing process; student writing; managing the instructional program; the essay; evaluation writing; holistic scoring; and test-taking strategies. A case study provides two drafts of an essay and analysis of it. Appendixes to the guide contain a list of suggested writing topics, review checklists, and an annotated bibliography of 50 items in the following categories: adult education/GED, evaluation, peer response, writing process, research, classroom applications, texts/workbooks, and writing forms. References and an information source complete the guide. (KC)

ED 324 553   CE 056 199

Marsh, D. T.
Further Education Staff Coll., Blagdon (England).

An Introduction to Leadership and Its Functions in Further and Higher Education. Information Bank Working Paper Number 2555.

PUB DATE- Mar 89
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Continuing Education; *Educational Administration; Educational Resources; Foreign Countries; *Higher Education; Leaders; *Leadership; Leadership Qualities; Leadership Responsibility; Leadership Styles; *Leadership Training; Management Development; *Models

This short paper surveys some of the key concepts concerning the behavior called "leadership" and explores the role of leadership in the management of further and higher education. It recounts briefly six hypotheses held about the nature of leadership (the trait theory, the situational theory, the social influence theory, the functional or action-centered leadership theory, the contingency theory, and the contextual theory), suggests a number of models (or maps) that seem to have relevance to the education manager, and suggests how the role and expectations of a leader may be most effectively played. The paper also contains 12 references, a 30-item bibliography, and a list of 26 relevant Information Bank papers published by the Further Education Staff College. (KC)

ED 324 569 CG 022 823

Wittner, Joe; Scott, James

A Black/White Two Day Student Retreat: The Florida Model.

PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Black Students; *College Students; Higher Education; *Racial Relations; Student Attitudes; *White Students
IDENTIFIERS- *Retreats; University of Florida

Black and white student relations had experienced some tension in recent times on the campus of the University of Florida. Much of the friction between students had centered on student to student issues and student group orientation. In attempting to address this situation the Student Services office developed a 2-day, overnight student retreat for selected black and white student leaders. The retreat took place at about an hour's travel time from campus and was designed to cover about a 10-hour timespan. Icebreakers were used and communications techniques were practiced. Homogeneous and heterogeneous groups of students and facilitators discussed the campus environment and problems on the campus. Among the various exercises used was one in which a participant shared a "magic moment" they had had with a member of a different race. Possible solutions to campus problems were discussed. Personal commitment contracts by students to help solve the problems of racial tension were written. An activity called "Strength Bombardment" in which students say something positive about what happened to them that weekend concluded the retreat. (Student and facilitator materials are included, as well as a retreat evaluation form.) (ABL)

ED 324 584 CG 022 840

Eggleston, Martha H.
Freshmen Attitudes and the College Placement Test.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Comparative Analysis; Higher Education; Negative Attitudes; Resentment; *Screening Tests; *Standardized Tests; Student Alienation; *Student Attitudes; *Student Placement
IDENTIFIERS- Texas

Because of the decline in academic skills in college freshmen, colleges and universities have enacted placement testing to identify those students with inadequate skills in reading, writing, and math for placement in remedial classes. This document discussed reasons for testing, concern about excessive testing, and results of three past surveys of opinions and attitudes toward standardized tests. It reports on earlier research in which teachers' and public school students' attitudes and opinions were positive to neutral, while college students' were neutral to negative. Results are then reported of the current survey of attitudes toward standardized college placement tests among students in a developmental English class (n=28) and a freshman English class (n=21) at a west Texas university. These findings support previous research findings that college students' attitudes toward standardized tests are neutral to negative, and tend toward apathy. Suggestions based on these findings are offered for the college admissions office, the freshman orientation program, and speakers at high schools. References are included. The abbreviated student survey is appended. (TE)

ED 324 616 CG 022 877

American School Counselor Association. Alexandria, VA.
Professional Development Guidelines for Middle/Junior High School Counselors: A Self-Audit.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 90
NOTE- 69p.; For a related document, see CG 022 876.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Evaluation Methods; Intermediate Grades; *Junior High Schools; *Middle Schools; *Professional Development; *School Counseling; *School Counselors; *School Guidance; Self Evaluation (Groups)

This document is a practical self-evaluation guide for middle/junior high school counselors. It is based on the assumption that there are broad professional principles of good practice, management, and conduct. The document can be used to indicate strengths and weaknesses in counseling programs and in individuals. These topics are covered: (1) the philosophy, objectives, and policies of the guidance/counseling department; (2) the role and function of the guidance/counseling department in the school; (3) the role and function of the school counselor, including general role and function, personal counseling, career guidance and counseling, college and financial aid guidance and counseling, ancillary services, testing, working in a consulting capacity, referrals, accountability, and identifying trends and issues; (4) specialized populations in counseling; (5) professionalism and the school counselor; and (6) professionalism and the field. Reproducible response sheets and a resource list are included. (ABL)

ED 324 631 CS 010 246

Ediger, Marlow
Reading in the Social Studies.

PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ability Grouping; Classroom Environment; *Content Area Reading; Elementary Secondary Education; *Reading Ability; Reading Material Selection; *Social Studies; Teacher Role; Teaching Methods

Reading social studies content presents situations in which selected pupils have not been as successful in learning as they might have been. Fast learners may find the content exceptionally easy to read, thus learning does not become the challenge it should be. Slow learners may find the content too difficult to comprehend. There are a variety of informal and formal ways for teachers to determine the reading levels of their pupils. The classroom teacher needs to think of diverse ways to help students achieve as much as their capabilities permit. Too frequently, teachers emphasize obtaining facts in reading content in the social studies. However, students need to move to more complex levels of cognition. For each unit in social studies, an adequate supply of books should be available for pupil choice at a reading center. Early primary grade pupils can have interesting, realistic experiences through the taking of excursions with teacher leadership. Teachers should think of various approaches that can be used to help slow learners and gifted and talented learners achieve to their optimum in the area of reading in the social studies. Many mistakes have been made in teaching by having pupils develop an excessive number of written reports using encyclopedias to obtain background information. (RS)

ED 324 647 CS 010 266

Stallman, Anne C.; Pearson, P. David
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Formal Measures of Early Literacy. Technical Report No. 511.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cognitive Development; Kindergarten; Primary Education; Reading Diagnosis; *Reading Readiness; *Reading Readiness Tests; Reading Research; Reading Skills; Reading Tests; *Test Validity
IDENTIFIERS- Concepts About Print Test; *Emergent Literacy; Gesell School Readiness Test; Metropolitan Readiness Tests

This report reviews and evaluates the tradition of assessing early literacy with formal tests. It begins with a historical account of the readiness movement, focusing on the development of formal measures of early literacy and tracing the development of the movement into the 1980s. Next, the paper analyzes in depth tests that are currently available. Based on this analysis, the paper concludes that commercially available tests measure tasks that few would label literacy and recommends that future tests be designed to reflect both the emergent literacy tradition and the belief that teachers are professionals who need the best information possible to make informed decisions about children. Eight tables of data and 14 figures are included, and 43 references are attached. (Author/SR)

ED 324 682 CS 212 536

Ford, Michael P.
Making Connections to Reading and Writing through Poetry.
PUB DATE- 20 Oct 90
NOTE- 6p.; Paper presented at the Annual Plains Regional Conference of the International Reading Association (18th, Wichita, KS, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; *Learning Activities; Literature Reviews; *Poetry; *Reading Writing Relationship; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Aesthetic Reading

The three critical components of effective poetry instruction are: (1) the poems; (2) the methodology; and (3) the teacher. Extensive poetry preference research has been done with elementary students which provides guidelines for assisting teachers in choosing poems that will appeal to their students. A review of the descriptive literature related to poetry instruction revealed the following recommendations: students need to be exposed to poetry daily; teachers need to read poetry orally; an emphasis should be placed on aesthetic enjoyment; terminology related to poetry should be used; the poem should be the primary focus of the poetry experience; and practices which tend to be linked with negative attitudes about poetry should be avoided. The "Daily Oral Reading of Poetry" program was structured so that teachers introduced one new poem daily for 4 weeks according to a basic lesson format. If a teacher is armed with appropriate poems and an educationally sound methodology, then the remaining ingredient needed is enthusiasm for poetry. (MG)

Palmerton, Patricia R.
The Basic Course as a "Disciplinary Breadth" Course.
PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); Course Content; *Course Organization; *Curriculum Development; Higher Education; Instructional Development; Program Content; Rhetoric; Speech Communication; *Speech Curriculum
IDENTIFIERS- *Speech Communication Education

Educators in speech communication are confronted with determining what criteria comprise "disciplinary breadth" in basic courses. Such a course ought to teach students about the disciplinary perspective and process, promote active learning, emphasize methods of thinking characteristic of the discipline, and encourage life-long learning. Most basic courses tend to be behaviorally focused in applying knowledge to behavior and integrating that knowledge into students' life-long repertoires, but these courses neglect the methods of thinking characteristic of the discipline. Basic courses should be structured so as to help students understand how professionals in the discipline understand their methods. How professionals study must be the focus, not just what is studied. To teach such a course, educators need to become more aware of their own way of proceeding that may be largely intuitive or only tacitly understood. Furthermore, students need to be challenged to identify and understand their own "logic-in-use" and the different interpretations resulting from its application. (Twenty footnotes are included.) (KEH)

ED 324 779 EA 022 307

Caruso, Joseph J.
Early Childhood, Elementary, and Secondary Supervisors and Supervision: A Description and Comparison.
PUB DATE- Nov 89
NOTE- 51p.; Paper presented at the Fall Meeting of the Council of Professors of Instructional Supervision (University Park, PA, November 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Administrator Characteristics; Early Childhood Education; Elementary Secondary Education; *School Restructuring; *Supervision; *Supervisors; *Teacher Supervision

Although much education supervision literature seems applicable to supervisory practice at all schooling levels, each level has differences, as well as similarities, regarding supervisory context, supervisor roles and responsibilities, and supervisor and staff member characteristics. This paper describes and compares supervisors and supervision at the early childhood, elementary, and secondary levels, focusing on the day care director, the elementary principal, and the high school principal. Generalizations are then made that have implications for the recruitment, training, and support of supervisors. First, supervision is not valued at any level; in each case, the director/principal lacks adequate support to supervise staff appropriately. Second, supervision is only one aspect of a broader, all-encompassing role associated with being an educational program head. Third, as organizations become larger, supervision becomes less personal and more formal. Fourth, when moving from preschool settings to high schools, supervisory focus shifts from the child, to the teacher, to the subject and the teacher. Fifth, at each level there is a racial and gender imbalance among supervisors, teachers, and children. Sixth, at the day care and elementary levels, the director/principal's educational background and work experience may not match students' ages. Seventh, staff development is a crucial supervisor role at each level. Finally, directors and principals need more training in supervising noninstructional staff. Clearly, directors and principals' supervisory roles and working conditions do not enable regular staff supervision to occur in a thoughtful, meaningful manner. (25 references) (MLH)

ED 324 796 EA 022 325

Wilson, Robert J.; Rees, Ruth
Characteristics of Policy and Procedures Governing Student Evaluation.
PUB DATE- Jun 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Victoria, British Columbia, Canada, June 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Rating; *Educational Policy; Elementary Secondary Education; Foreign Countries; Grading; *Interdistrict Policies; School Policy; *Student Evaluation; Systems Approach
IDENTIFIERS- *British Columbia

Policies and procedures for student achievement within a provincial system are described and compared to a theoretical model of systemwide policy devolution. Student evaluation activity is examined at the following levels: province, district, school, department, and classroom. Methodology involves analysis of documents from four elementary and four secondary schools in two British Columbian districts, one urban and one rural, and interviews with representatives from each educational level. Similarities between current policies and the devolution model are provision of general policy direction and the generation of policies and procedures unique to each level. However, findings indicate a lack of policy statements based on an evaluation philosophy and an emphasis on reporting achievement results. A conclusion is that student and program evaluation is difficult in situations where standardized reporting formats of comparable achievement are entrenched and mandated. This situation creates a discrepancy between the goal of individual learning and the policies and procedures devised and enforced to report that learning. Three statistical tables are included. (2 references) (LMI)

ED 324 829 EA 022 394

Saddlemire, Richard
National Association of Secondary School Principals, Reston, Va.
How To Decrease School Bus Vandalism.
PUB DATE- Oct 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Bus Transportation; Discipline Policy; Discipline Problems; Elementary Secondary Education; Parent Role; *Prevention; Principals; *School Buses; School Policy; *School Vandalism; Student Participation

Suggestions for principals to decrease school bus vandalism are presented. Guidelines are offered for the improvement of bus conditions, reorganization of the transportation system, establishment of a bus driver training program, and student involvement in an antivandalism campaign. Cooperation and regular meetings between students, parents, drivers, and the community are emphasized. (LMI)

ED 324 747 EA 022 243

Shaughnessy, Michael F.
Underachievement: The Bart Simpson Syndrome.
PUB DATE- Oct 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Failure; Counseling Services; Elementary Secondary Education; Fear of Success; Helping Relationship; *High Risk Students; *Low Achievement; Special Needs Students; Student Development; Student Interests; Student Motivation; Student Needs; Student Participation; *Underachievement

The causes and types of student underachievement and suggestions for remedying the problem are discussed. Because the reasons for underachievement are numerous, different for individuals, and often overlapping, solutions must consider the unique context. Recommendations include increasing students' self-esteem; increasing community involvement; offering counseling, referral services, and study skills tutoring; and encouraging student interests. (LMI)

ED 324 416 CE 055 854

Kallembach, Sheri C.; And Others
National Center for Research in Vocational Education, Berkeley, CA.
Students at Risk: Selected Resources for Vocational Preparation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 85p.; For related documents, see CE 055 852-853.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) l
DESCRIPTORS- Adolescents; Ancillary School Services; *Dropout Prevention; Dropout Programs; Dropouts; Educational Administration; *Educational Resources; *High Risk Students; Potential Dropouts; Secondary Education; *Special Needs Students; *Vocational Education; Work Experience; *Youth Problems

This document provides annotated listings of resources for state and local administrators of vocational special needs programs as well as special needs educators, counselors, researchers and others serving students at risk of dropping out of school. While it is not intended to be an exhaustive listing of all available resources, materials included are representative of the field. Publications listed include 12 in program administration, 10 in curriculum and instruction, 9 in comprehensive support services, 14 in formalized articulation and communication, 9 in occupational experience, 34 representing general background literature concerning students at risk, and 6 additional resources. Names, addresses, phone numbers, and descriptions of 21 newsletters; 30 agencies, associations, and organizations; 12 centers for educational information and services; 10 information clearinghouses; 2 computer-based information networks; and 5 databases are included. An appendix provides addresses and phone numbers for publishers of the publications listed. Title and author indices are included. (CML)

ED 324 445 CE 055 960

Pedras, Melvin J.; Oaks, Merrill
Enhancing Teaching with Technology.
PUB DATE- Oct 90
NOTE- 13p.; Paper presented at the Partnerships in Education Annual Conference (Lewiston, ID, October 4-5, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Industrial Arts; Technical Education; *Technological Literacy; *Technology Transfer
IDENTIFIERS- *Technology Education

Students who are not educated in the modern advances of our technological society will be ill-prepared for the world of work in the 21st century. It is therefore incumbent upon all educators to modify traditional curriculum to reflect contemporary technology. School technology education programs today are being developed to reflect the needs of our technological society. In the immediate past, teaching content for this field was derived from the traditional industrial trades and called industrial arts. Now, teaching content is derived from modern industry, encompasses a broad, holistic approach to education, and is called technology education. Technology education provides a balance between the intellectual and the applied phases of student experience and establishes a platform whereby all curriculum areas can be integrated together and commonalities explored. Technology education as a teaching strategy can be used in a myriad of ways to enhance classroom teaching. It offers teachers the opportunity to integrate various areas of study and brings to the learning environment practical and realistic possibilities for student learning. (20 references) (CML)

ED 324 461 CE 055 982

Nel, Johanna
Agricultural Extension: Pioneer Educator of Farmers and Ranchers.
PUB DATE- Oct 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (9th, Jackson, WY, October 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Access to Education; *Adult Education; *Adult Farmer Education; *Agricultural Education; College Programs; Demonstration Programs; *Educational History; Extension Agents; *Extension Education; Home Economics Education; Off Campus Facilities; Postsecondary Education; Rural Education; Rural Extension; *State Programs
IDENTIFIERS- Cooperative Extension Service; *Wyoming

This study investigated: (1) the early efforts of agricultural extension to provide educational opportunities for Wyoming settlers at the turn of the century; and (2) the establishment of the Cooperative Extension Service in 1914. The study was primarily an archival and library review of published and unpublished documents, with major emphasis placed on primary sources. The study found that University of Wyoming agricultural officials, prior to 1905, relied primarily on the mail service for the dissemination of knowledge to adults living on farms and ranches. The results of extensive experimentation and research done on experimental farms were provided to rural adults via bulletins, the "Ranchman's Reminder," later called the "Wyoming Farm Bulletin." Agricultural personnel also handled a tremendous amount of correspondence dealing with questions on farming methods and the raising of stock. In 1904 the first short course for ranchers and farmers was offered at the university, and in 1909 demonstration farms were established. Farmers' institutes began in 1905, and in 1909 the first movable schools of agriculture (short courses) were held in Wyoming. An institute train, the Ranchman's Special, was equipped with agricultural exhibits, equipment, machinery, and instructors. It was introduced in 1909, and stopped at 19 places. In 1912 an agreement was signed between the U.S. Department of Agriculture and the University of Wyoming College of Agriculture that provided for cooperative farm management studies, and in 1914 the Smith Lever Act was passed, enabling states to conduct cooperative extension work in agriculture and home economics. Thereafter, organized agricultural extension in Wyoming grew rapidly. (KC)

ED 324 506 CE 056 063

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

An Orientation Seminar for the Arab States on the Development of Learning Strategies for Post-Literacy and Continuing Education in the Perspective of Lifelong Education (Hamburg, West Germany, October 28-November 8, 1985). UIE Project on Post-Literacy and Continuing Education. Final Report.

PUB DATE- 86

NOTE- 97p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adult Education; Adult Literacy; Adult Programs; *Arabs; Case Studies; *Continuing Education; Coordination; Early Reading; Educational Cooperation; *Educational Needs; Educational Practices; *Educational Strategies; Followup Studies; Foreign Countries; Global Approach; Guidelines; International Programs; Learning Strategies; *Lifelong Learning; Literacy Education; National Programs; Needs Assessment; Orientation Materials; Postsecondary Education; Program Development; Program Evaluation

IDENTIFIERS- *Arab States

This report summarizes the content and implementation strategies of the orientation seminar that the Unesco Institute for Education (UIE) has conducted to acquaint Arab states with strategies for developing postliteracy and continuing education programs in a lifelong learning framework. The first two sections outline the UIE project on the development of learning strategies for postliteracy and continuing education and the conceptual and methodological aspects of the seminar. Provided next are synopses of the presentations addressing the following topics: a global overview of literacy and postliteracy programs with special reference to the Arab states, literacy and postliteracy programs in the perspective of lifelong education, coordination of postliteracy with other development concerns, some curricular aspects of postliteracy and continuing education, learning strategies for postliteracy and continuing education, problems and issues of special significance for Arab states, evaluation of postliteracy and continuing education programs, and study visits. National and regional guidelines for further action are set forth. The guide concludes with an evaluation of the seminar and a list of suggested follow-up actions. Appendixes to this report include a daily time schedule and lists of countries where case studies have been conducted, countries and regional organizations that have participated in the seminars on postliteracy and continuing education, participants, and documents presented during the conference. (MN)

ED 324 600 CG 022 856

Hisgen, Jon W.
Into Adolescence: Becoming a Health-Wise Consumer. A Curriculum for Grades 5-8. Contemporary Health Series.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 90
NOTE- 96p.; For other titles in this series, see CG 022 854-858.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Consumer Education; *Health Promotion; Intermediate Grades; Junior High Schools; *Preadolescents

The "Contemporary Health Series" covers critical health and family life topics in a sequence of modules with two curricular divisions: "Into Adolescence" for middle school teachers and "Entering Adulthood" for high school teachers. This module presents middle school students with the information they need to become knowledgeable, concerned consumers of health products and services now and in their adult lives. Lessons 1 and 2 challenge students to analyze why individuals, as consumers, make the decisions they do. Lesson 3 helps students to explore consumer issues related to the foods they eat. Lesson 4 allows students to become advisors to fictitious teenagers as the teenagers make decisions about health and beauty products. Lesson 5 looks at the issue of health professionals. The activities in lesson 6 are designed to help students synthesize the information and issues in previous lessons so they can predict the skills that will be critical for future consumers. The lessons in this curriculum explore the influence of television advertising on buying habits; present the problems and benefits of alternative medical treatments; address adolescents' concerns about peer acceptance and choices related to skin care, hair care, and deodorant products; and provide guidelines for making sensible consumer health decisions. (NB)

ED 324 813 EA 022 351

Pinnell, Ronald L.; Pinnell, Julia M.

An Overview of the Basic Principles of Negligence: What the Courts Expect and Demand of Physical Educators.

PUB DATE- 90

NOTE- 14p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Athletic Coaches; Athletics; Civil Law; Elementary Secondary Education; *Injuries; Legal Responsibility; Physical Education; *Physical Education Teachers; Politics of Education; Safety; *School Law; Student Rights; *Students; *Teacher Responsibility; Teacher Rights

Teachers and coaches once held a special place in the hearts and minds of the American public; however, times have changed. Students are quick to question authority and parents are more willing to retain the services of an attorney to solve their problems. Elementary and secondary school physical education teachers are especially vulnerable targets of legal liability lawsuits. The most frequently used yardstick to determine the liability of physical educators is negligence (a type of civil wrong), which is the failure to act as a reasonable and prudent person in a situation that causes someone harm. Because there are no concrete rules to define negligence, the courts utilize an objective formula to evaluate the conditions surrounding a sports injury to determine whether it was the result of the physical education teacher's negligence. The elements of the formula include: (1) Did the teacher owe the student a duty of care to protect him from unreasonable risks of harm? (2) Did the teacher breach his duty to protect the student by failing to provide a reasonable standard of care? (3) Were the teacher's actions the direct and proximate cause of the students injury? and (4) Did the student suffer an actual physical injury? (14 references) (KM)

ED 324 401 CE 054 957

IBM, Atlanta, GA. National Support Center for Persons with Disabilities.
Technology for Persons with Disabilities. An Introduction.
PUB DATE- 4 May 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Appropriate Technology; Business Responsibility; *Computers; *Disabilities; Educational Technology; Elementary Secondary Education; Engineering Technology; Helping Relationship; Postsecondary Education; Rehabilitation; *Resources; Social Responsibility; *Social Support Groups; *Technological Advancement
IDENTIFIERS- *IBM National Support Center for Disabilities

This paper contains an overview of technology, national support organizations, and IBM support available to persons with disabilities related to impairments affecting hearing, learning, mobility, speech or language, and vision. The information was obtained from the IBM National Support Center for Persons with Disabilities, which was created to help health care leaders, agency directors, policy makers, employers, educators, public officials, and individuals learn how technology can improve the quality of life for disabled persons in the school, the home, and the workplace. The paper is organized in three sections. The first section discusses disabilities by the areas of hearing, learning, mobility, speech or language, and vision. The second section profiles IBM support programs for persons with disabilities. Information is included on offerings and programs for persons with disabilities, research and development, a program to train disabled persons, corporate support programs, and the Information System for Advanced Academic Computing. The third section lists national support groups, describes their efforts, and provides addresses and telephone numbers for them. (KC)

ED 324 431 CE 055 921

Marsden, Rosemary
Further Education Staff Coll., Blagdon (England).
Vocational Preparation (14-19) in West Germany. Intensive Study
Visit Sponsored by the Central Bureau for Educational Visits and
Exchanges (Rochdale-Bielefeld, West Germany, March 9-13, 1987).
Information Bank Working Paper Number 2784.
PUB DATE- Jan 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; Comparative Education; *Educational
Philosophy; *Educational Practices; Foreign Countries;
*Prevocational Education; Secondary Education; *Vocational
Education
IDENTIFIERS- *United Kingdom; *West Germany

A group of British researchers visited Bielefeld, West Germany, for 5 days in order to look at the German system of prevocational/vocational education programs for 14-19 year olds. The results of their observations and interviews were the following: (1) despite the differences in their education and training systems, the United Kingdom and West Germany have much to learn from each other; (2) the willingness of German employers to put funding, facilities, and expertise into vocational training was thought to be worth exploring as a model, with modifications; (3) the increased emphasis on integrated curriculum in England could be useful for German students disenchanted with "irrelevant" general education; (4) German teachers appeared less critical of the education system and of the temporary measures to combat youth unemployment than their British counterparts; (5) the Germans had much greater resources for career counseling but separated that function from teaching so counselors did not know their counselees; (6) the Germans seemed to have no equivalents for the prevocational programs developed in recent years in the United Kingdom; (7) many elements of active learning were unfamiliar to the German staff; and (8) the German system was both more rigid in requirements and more flexible in providing education at any age than the British system. (The report contains separate sections by various researchers on these aspects of the German system: parental involvement, professional development, teacher status, business studies, retail distribution teaching methods, creative use of language, special needs, work experience, assessment, career guidance, transition from school to work.) (KC)

ED 324 476 CE 056 005

Janney, J. Saville
Center for Literacy, Inc., Philadelphia, PA.; Norris Square Civic Association, Philadelphia, PA.

Constructing English Language Skills while Reconstructing Homes.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 31 Aug 90
NOTE- 84p.; Project Number 98-003.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Career Development; Carpentry; •Construction (Process); Electricity; Employment Potential; English (Second Language); •Job Skills; •Learning Activities; •Lesson Plans; Literacy Education; Plumbing; •Second Language Instruction; •Vocational Education
IDENTIFIERS- 353 Project; Pennsylvania (Philadelphia)

This manual, developed as part of an English as a second language program in construction literacy skills in Philadelphia, contains four units of lessons incorporating construction fundamentals along with language instruction. The four units provide lesson plans in carpentry, plumbing, electrical work, and career information. Lesson plans include an introduction, general class discussion, terms, learning activities (such as language experience writing, role playing, or crossword puzzles), assignments, and test questions. Information sheets illustrated with line drawings are provided,d and an answer key and 17-item bibliography are included, along with suggestions for teaching the material. (KC)

ED 324 648 CS 010 267

Pearson, P. David; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Developing Expertise in Reading Comprehension: What Should Be Taught? How Should It Be Taught? Technical Report No. 512.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Elementary Education; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; Teacher Role; Teaching Methods; *Teaching Models
IDENTIFIERS- Social Constructivism

This conceptual paper uses two literatures--the work examining the development of expertise in reading comprehension processes and the work on effective approaches to instruction--to build an instructional model for teaching reading comprehension strategies. The report assumes a constructivist view of both reading comprehension and social discourse. Thus, it views the "teacher as a text" and suggests that students build a model of meaning for the classroom instruction they encounter. The report closes with a set of nine rules of thumb for guiding the development of comprehension, including the following: (1) good reading strategies are as adaptable as they are intentional; (2) good reading instruction depends upon the creation of an environment that continually portrays the usefulness and value of reading; and (3) both reading comprehension and comprehension instruction are highly interactive and reciprocal. One table illustrating the interactive view of reading comprehension is included; 149 references are attached. (Author/RS)

ED 324 666 CS 010 288

Clausing, Carolyn S.; Schmitt, Dorren R.
Does Computer Screen Color Affect Reading Rate?
PUB DATE- May 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Cloze Procedure; Comparative Analysis; Grade 8; Junior High Schools; *Reading Comprehension; *Reading Rate; Reading Research; *Video Display Terminals
IDENTIFIERS- *Legibility; Text Design; Text Factors

A study investigated differences in reading rate and comprehension scores of 8th grade students on a cloze reading exercise involving the reading of a cloze passage from 10 different modes of text presentation (8 different computer screen formats and 2 different paper formats). Subjects, 300 students in computer literacy classes from 7 schools in a large suburban school system, randomly placed into 1 of 10 treatment groups, read a passage with 50 missing words and wrote the missing words on an answer sheet. The time taken to complete the exercise was considered to be the subject's reading rate. The passages were scored to determine the subject's comprehension measure. Results indicated no significant differences in reading rate or comprehension for any of the 10 groups; thus the ability of individuals to comprehend text does not appear to be impaired by the decreased legibility of computer screens. (Four tables of data are included; 24 references are attached.) (RS)

ED 324 732 CS 507 307

Pearson, Judy C.; West, Richard

An Initial Investigation of Gender on Student Questions in the Classroom: Developing a Descriptive Base.

PUB DATE- 2 Nov 90
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Communication Research; Higher Education; *Sex Differences; Sex Role; Sex Stereotypes; *Student Behavior
IDENTIFIERS- Communication Behavior; *Questions

Student question-asking is essential to the learning process, and yet little is known about this communicative phenomenon. More important, the research that is available suggests that students ask far fewer questions than might be expected by educators. An exploratory study examined 15 college communication classrooms and determined that: (1) students asked only an average of about 3.3 questions per hour; (2) male teachers received more questions than did female teachers; (3) female students asked fewer questions than did male students in courses taught by males; and (4) self-reported masculinity, which includes elements of independence, assertiveness, and task-orientation, was associated with a greater likelihood of question-asking. (Author/SR)

ED 324 748 EA 022 245

Hallak, Jacques
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Investing in the Future: Setting Educational Priorities in the Developing World.

PUB DATE- 90
NOTE- 314p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Developing Nations; *Educational Development; *Educational Policy; Elementary Secondary Education; *International Cooperation; *Labor Force Development; *Policy Formation
IDENTIFIERS- *United Nations Development Program

Broadly defined, human resource development (HRD) involves the education, training, and utilization of human potentials for social and economic progress. Of five interdependent energizers for HRD (education, health and nutrition, the environment, employment, and political and economic freedom), education is an essential factor for improving all the others. Since the economic crisis facing developing countries poses grave problems for education and HRD, setting new priorities becomes a major priority for policymakers. This book, aimed at synthesizing fundamental educational policy issues, is divided into four parts. Part I is a comparative overview of the past, the present, and possible future conditions affecting education's progress in the developing world. In all societies, the goals of improving and expanding HRD are amply justified on ethical, cultural, social, and economic grounds. Part II, addressed to policy makers, discusses the various concepts, issues, factors, and methods to consider when setting objectives, priorities, and strategies for educational adaptation and expansion. Part III, addressed to practitioners, treats the implementation of educational policy, planning, and programs and projects. Following a discussion of various management and educational delivery issues, the special needs of underserved marginal groups are outlined and suggestions for institutional improvement are made. In part IV, addressed to donors, the implications for international cooperation are examined. (MLH)

ED 324 830 EA 022 397

Center for the Advancement of Pacific Education, Honolulu, HI.; Northwest Regional Educational Lab., Portland, Oreg.

Developing Excellence in School Leadership: An Assessment of Principalship in the Pacific Region. A Report to Pacific Educational Researchers.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 18p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Effectiveness; Community Involvement; Curriculum Development; Educational Environment; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Leadership; Parent Participation; *Principals; Staff Development; Student Behavior

IDENTIFIERS- *Pacific Region

Pacific principals' perceived priority needs for professional development are examined. Mailed surveys of 439 principals in 10 jurisdictions yielded 243 responses, or a 55 percent response rate. Respondents rated themselves on task effectiveness and professional development needs. Results indicate a need for information concerning community resources, facility and equipment needs assessment, absenteeism reduction programs, and conduct codes. The two greatest challenges include reducing teacher and student absenteeism and increasing parent and community involvement. Recommendations are made for utilization of staff development information, development of performance criteria, and implementation of mentoring programs. A discrepant finding was that principals requested the most information about tasks that they perceived themselves as performing most effectively. Fourteen statistical tables and a copy of the questionnaire are included. (LMI)

Bolton, John F.; Cook, David
Further Education Unit, London (England).
Supporting Enterprise. A College Contribution.
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Business Administration Education; *Economic Impact; *Entrepreneurship; Foreign Countries; Postsecondary Education; *School Business Relationship; *School Community Relationship; *Self Employment; Vocational Education
IDENTIFIERS- *England

This report describes the experience of one college--Percival Whitley College in Calderdale, England--in contributing to the strategy for economic regeneration of the surrounding metropolitan district. It charts the success of the borough and the college working together to attract national and European funding. A checklist for implementing enterprise is provided to assist colleges considering similar developments in support of enterprise. Section 2 sets out in more detail the establishment by the college, in partnership with the private sector, of a successful enterprise training unit within a larger enterprise framework. Section 3 examines closely the curriculum and delivery of enterprise training and makes comparisons with the HANDS (Help, Advice, New Development Support) Enterprise Agency spiral curriculum. Responsiveness and flexibility are emphasized as keynotes for the rapid growth of the college satellite and the spread of the enterprise concept throughout the college curriculum. Section 4 analyzes a number of key marketing strategies, including the promotion of a 3-day Enterprise Fiesta. Appendices include proposals for cooperation with the Dean Clough Industrial Park; Ernest Hall's talk on self-employment; suggestions for selecting a package for enterprise training; and a checklist for evaluating the package. (YLB)

ED 324 521 CE 056 111

Ryan, Ray; And Others
Approaches to Learning within the Vocational Education Context.
PUB DATE- Sep 90
NOTE- 32p.; Paper presented at the Joint Soviet-American Symposium, "Modern Teaching/Learning Technologies in Professional Education" (1st, Anapa, USSR, September 9-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; *Cognitive Processes; *Learning Motivation; *Learning Theories; Postsecondary Education; Secondary Education; Teaching Methods; Thinking Skills; *Vocational Education

Learning is defined as the modification and acquisition of knowledge, feelings, and abilities of the student--the outcomes of the teaching-learning process. The teaching-learning process in vocational education is intended to serve as the vehicle for achieving specific outcomes embodied in the goals of the vocational program. Two primary strands of learning theory have had significant influence on educational organization and development. Behavioral theories emphasize change in behavior. Cognitive theories emphasize changes in the content or structure of an individual's memory. To apply these theories of learning to vocational education, the teacher must be able to translate them into the context of vocational education. Claims have been made that the vocational curriculum differs in significant positive ways from the academic and general curricula. Vocational education focuses upon work-related skills and values and, its proponents claim, its methodology and content motivate students to learn. Researchers have also identified characteristics of the vocational classroom that provide conditions conducive to learning and motivation for learning. A challenge for vocational educators is teaching skills needed for the future. A needed emphasis is on teaching thinking skills for purposes of continued learning and applications in problem solving and decision making. (YLB)

ED 324 554 CE 056 200

Cook, D. J.
Further Education Staff Coll., Blagdon (England).
Evaluating the Curriculum--The Excellence Aspect: A Practical Guide for Section Heads and Course Leaders. Information Bank Working Paper Number 2583.
PUB DATE- Aug 88
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Continuing Education; *Course Evaluation; Curriculum Development; *Curriculum Evaluation; *Evaluation Methods; *Excellence in Education; Foreign Countries; Postsecondary Education; Program Evaluation; Relevance (Education)
IDENTIFIERS- *United Kingdom

This paper presents a short outline for evaluating the curriculum of post-16 noncompulsory education in the United Kingdom. The first, introductory section establishes a rationale for curriculum evaluation. The second section discusses a manageable sequence events for curriculum evaluation. It points out that the curriculum should only offer courses that meet the needs of clients and posits the basic questions of curriculum evaluation: (1) How well are courses being run? (2) What is missing the courses being run? and (3) Are the right courses being run? The third section explains data collection, according to the work of R. E. Challis. It suggests collecting data under the headings of context, activities, and outcomes. The final section of the paper discusses converting curriculum evaluation into an improved curriculum and provides a framework diagram, taken from Elizabeth Whale's work for Birmingham Local Education Agency, for program evaluation and review. (KC)

ED 324 570 CG 022 824

Gonzalez, Gerardo M.
Are We Too Busy Doing What Needs To Be Done To Know What It Is that We're Doing? The Rationale and Purpose for a National Research Agenda on the Prevention of Alcohol and Other Drug Problems on Campus.
PUB DATE- Jul 89
NOTE- 10p.; Paper presented at the Alcohol and Other Drug Abuse in Higher Education Applied Research Meeting (Washington, DC, July 27-28, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; *Alcoholism; *College Students; Drinking; Higher Education; *Prevention; Program Effectiveness; *Research and Development; *Research Needs

This paper reviews alcohol awareness and alcoholism prevention efforts on college campuses since the mid-1970s. The concept of responsible drinking which is an accepted part of these college prevention programs is discussed. It is noted that while the responsible drinking concept has been recently called into question, there never was any meaningful body of research underlying its use in prevention programs in general, nor has there been any significant research to assess the efficacy of its use in campus prevention programs. Designated driver programs are also discussed, and it is noted that here again there has been no research evaluating these programs. Other points made are that college prevention and education programs created under the Omnibus Drug Bills of 1986 and 1988 are being rapidly created in an atmosphere of an inadequate research base. It is noted that many of the research funds provided to the Alcohol, Drug Abuse and Mental Health Administration have been specifically designated for "high risk youth" and do not include college students. At the same time, colleges have a rich array of resources which can be involved in meaningful research efforts if provided with proper leadership. The paper concludes by recommending a meaningful national research agenda regarding the prevention of alcohol and other drug problems on campus. (ABL)

ED 324 585 CG 022 841

Indiana School Counselors Association.; Indiana State Dept. of Education, Indianapolis.
Indiana State Plan for Developmental School Counseling Programs.
PUB DATE- 90
NOTE- 67p.; For a related document, see CG 022 842.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counseling Objectives; Counseling Services; Counselor Role; Curriculum Development; *Developmental Programs; Elementary Secondary Education; *Guidance Programs; Preschool Education; Program Design; *Program Development; *School Counseling; Values Education
IDENTIFIERS- Comprehensive Guidance; *Indiana; Indiana Department of Education; Indiana State Department of Education

The Indiana Department of Education recently convened a task force to identify universal basic values and to determine how these values can be successfully infused into school curricula. Accordingly, in collaboration with the Indiana School Counselors Association (ISCA), the Department established a working committee to construct a developmentally oriented comprehensive school counseling program for Indiana schools. The program consists of competencies which fall into three general categories: (1) the personal-social domain, "Learning to Live;" (2) the educational domain, "Learning to Learn;" and (3) the career development domain, "Learning to Work." This publication begins by stating the purpose, assumptions, rationale, and definition of the comprehensive school counseling program. It then lists and describes the structural components: advisory council; budget; counseling program facilities; counseling resources; and staffing patterns. The four program components are next described in depth: the school counseling curriculum; individual planning; responsive services; and system support. Each has its own planning form with which competency-specific activities are developed for implementation. The remainder of the document lists specific objectives for each of the competencies under the three domains--learning to live, to learn, and to work--for Prekindergarten/Elementary School, Junior High/Middle School, and Senior High School. This is followed by a discussion of the steps involved in establishing a developmental program. A time and task analysis form and a planning form are appended and a bibliography is included. (TE)

ED 324 617 CG 022 879

Magolda, Marcia B. Baxter; Porterfield, William D.
American Coll. Personnel Association, Washington, D.C.
Assessing Intellectual Development: The Link between Theory and Practice. ACPA Media Publication No. 47.
PUB DATE- 88
NOTE- 274p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Epistemology; *Evaluation Methods; Higher Education; *Intellectual Development; *Student Development; *Student Personnel Workers; Test Construction; Test Use; *Theory Practice Relationship
IDENTIFIERS- *Measure of Epistemological Reflection

This book articulates an integrated conceptualization of theory, assessment, application, and evaluation through the study of assessment and its role in linking theory and practice. Part 1 of the book contains six chapters which address the conceptualization of these four components, the potential for integrating them in the context of intellectual development, a refined assessment instrument to measure intellectual development, and the result of using the instrument. Chapter 1 describes the relationship of theory, assessment, application, and evaluation. Chapter 2 contains a comprehensive review of the literature regarding application of the Perry scheme in higher education. Chapter 3 describes the construction of the Measure of Epistemological Reflection (MER), a standardized production format instrument designed to measure intellectual development on the Perry scheme. Chapter 4 presents reliability and validity data for the instrument. Chapter 5 highlights 19 current applications using the MER in student services and instruction. Chapter 6 addresses potential advances in theory refinement, assessment, application, and evaluation made possible by the MER. Part 2 of the book contains eight chapters that focus on the practicality of learning to use the MER and offers a complete training package for researchers and practitioners. Chapter 7 introduces the training portion; chapter 8 contains general instructions to assist readers in learning the rating process. Chapters 9 through 14 present the rating manual for each of the six content areas measured by the MER. References are included. (NB)

ED 324 632 CS 010 251

To-Dutka, Julia
Montclair State Coll., Upper Montclair, N.J.

Argument Analysis, Critical Thinking and Reading Comprehension. Institute for Critical Thinking Resource Publication Series 2 No. 4.

PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Educational Theories; *Models; *Reading Comprehension; Reading Instruction; Theory Practice Relationship
IDENTIFIERS- *Reading Theories; Toulmin (Stephen); *Toulmins Model; Van Dijk (T A)

While the goals for reading may be different, all efforts in reading must result in comprehension in order for goals to be realized. Reading comprehension is so complex that it defies any attempt to arrive at a single definition. S. Toulmin's argument structure model provides the basis for an analysis of the connection between critical reading and reading comprehension. The framework allows for the delineation of the crucial function served by background knowledge in the formulation of interpretations of written discourse. An expansion of the basic model provides a hierarchical structure in order to accommodate embedded arguments typical of natural discourse. T. A. Van Dijk's notion of a superstructure and his articulation of operative mental processes in the form of macrorules offer a meaningful way of connecting the psychological perspective on reading comprehension based on schema theory and the philosophical perspective on reading comprehension based on Toulmin's argument structure analysis. A method now needs to be developed through which texts of moderate length can be systematically analyzed. (MG)

ED 324 683 CS 212 537

Ridout, Susan Ramp; And Others
An Integrated Language Arts Teacher Education Program.
PUB DATE- Nov 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Educational Research; Education Majors; Elementary Education; Higher Education; *Integrated Curriculum; *Language Arts; Practicums; *Reading Instruction; Reading Writing Relationship; *Teacher Education Curriculum; Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Indiana University Southeast; LOGO Programing Language

A pilot project was developed at Indiana University Southeast to help teacher education students learn ways to put current educational theories and strategies to work in a school setting. The project was based on the idea that the language arts--listening, reading, writing, and speaking--should be integrated and that many subject areas could be incorporated into any well planned language arts block. Included in the process was the incorporation of computer use, specifically the use of LOGO, a computer programing language, and word processing. Each teacher education student was assigned two or three children at the fourth or fifth grade level. Each group remained together throughout the six practicum sessions. Two basal stories served as the springboard into the other requirements, all of which had to fit into a modified directed reading activity format. The following steps of a modified directed reading activity were used by the teacher education students: motivation; vocabulary instruction; purpose for reading; silent reading; questioning; purposeful oral reading; skills/strategies; and extension. The students had to show evidence of working through a five-step writing process which included: prewriting, drafting, revising, editing, and sharing. Results indicated that the children were developing their writing, computing, and critical thinking skills, while learning to work cooperatively and improving self-esteem. The teacher education students found that using the computer in this way enhanced the directed reading approach, the language experience approach, and the writing process. Additionally, the teacher education students actively learned how to teach in a natural, holistic, and diagnostic way. (MG)

ED 324 699 CS 212 558

Pomper, Marlene M.
Misery Needs Company: The Group Paper.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Integrated Curriculum; Research Papers (Students); Teaching Methods; *Writing (Composition); *Writing Assignments; Writing Exercises; *Writing Improvement; Writing Processes; Writing Skills
IDENTIFIERS- *Collaborative Writing; Writing Development; *Writing Groups

Many students consider the writing of papers to be a lonely, difficult, and even painful process. To enable these students to improve their essays and research papers, a teacher has used a collaborative method of writing called the group paper. This method encompasses the various stages of writing, from freewriting of first drafts through multiple revisions. Speaking, listening, reading, and writing are integrated during the process. Such active participation provides an opportunity for students to enhance their learning skills and gain social acceptance, integration, and friendships. (MG)

ED 324 716 CS 507 289

Backlund, Phil

Communication Competence and Its Impact on Public Education.

PUB DATE- Nov 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Competency Based Education; Curriculum Development; Elementary Secondary Education; Evaluation Criteria; *Interpersonal Communication; Listening Skills; Public Education; Public Schools; Skill Development; *Speech Communication; Speech Skills
IDENTIFIERS- *Communication Competencies; Speech Communication Association

The efforts associated with the communication competence movement, both within and without the Speech Communication Association, have done much to promote the inclusion of listening and speaking skills in the public schools to date, but areas remain where progress is still needed. Over the past 15 years, the most significant change has been the increase in recognition of and attention to oral communication. Other notable advances are evident in curriculum design, development in assessment criteria, improved contacts with professional associations in education, and integration of the language arts. One area with only minor progress is the problem of definitions, evidenced by inconsistent definitions of communication skills at the state, district, and local levels. Other areas in line for improvement include research into children's communication competence, greater impact on textbook writers for public schools, increased collaborative efforts by educators, and a renewed optimism within the educational community that oral communication competence can be achieved. (KEH)

ED 324 764   EA 022 286

Grady, Michael K.
The Role of School Development in the School Improvement Process of Prince George's County. Lessons Learned from One Local District's Perspective.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Child Development; *Educational Improvement; *Educational Innovation; Educational Quality; Elementary Education; Family Environment; *Instructional Improvement; Parent Participation; Participative Decision Making; *School Community Relationship; School Restructuring; Student Development; Student Improvement
IDENTIFIERS- Prince Georges County Public Schools MD

In September 1985, the Prince George's County Public School System located in the Washington metropolitan area east of the District of Columbia, began implementation of a Milliken relief program to revamp its equity strategy. Initially, 10 of 117 elementary schools in the system were targeted for relief, but by September 1988, the Milliken program had expanded to a total of 16 elementary schools. Coinciding with the relief strategy was a systemwide conversion to the effective schools model of school improvement. Additionally, the School Development Program, which provides children with increased adult support and institutes a collaborative decision-making framework between parents and school staff, was introduced into participating schools in the district a year or two later. Student performance between 1984 and 1989, as measured by standardized achievement tests, had increased for nearly every school in the Prince George's County system. The third-grade student countywide average has risen from the 58th to the 75th percentile. The combination of the three programs in the Prince George's County School system resulted in a balanced approach to school improvement, one that accounted for both the human and instructional features of education. As of September 1989, the school system was the nation's 16th largest public school system. The racial composition of the student population was 65% Black, 28% White, 4% Asian, and 3% Hispanic. (KM)

ED 324 797 EA 022 326

Silberstein, Moshe; Sabar, Naama

Combining Centralized and Decentralized Curricular Approached in the
School Curriculum Structure: The Case of Autonomous Primary
Schools in Israel.

PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Centralization; Core Curriculum; Course Descriptions; •Curriculum Design; •Curriculum Development; Curriculum Evaluation; •Decentralization; Elementary Secondary Education; Experimental Curriculum; Extracurricular Activities; Foreign Countries; •Instructional Design; •Instructional Development; Instructional Materials; Integrated Curriculum; Parent Participation; School Restructuring; Student Participation; Teacher Participation
IDENTIFIERS- •Israel

Autonomous schools in Israel are faced with the challenge of integrating centralized and decentralized curricular approaches. The curriculum structure by which schools attempt to comply with national curricula standards and achieve school autonomy is examined. Case studies of three primary schools involved document analysis, observation, interviews with school staff, and a teacher survey. Four curriculum components are identified: basic skills subjects, separate subjects, integrated topics, and additional programs. A conclusion is that the school curriculum structure represents a genuine effort to combine contradictory educational orientations and curricular approaches. Recommendations to sustain this structure include: (1) development of a common educational philosophy shared by staff and administration; (2) institutionalization of the four curriculum components; (3) creation of a school ethos; and (4) development of a supportive social and organizational environment, especially principal support. Three tables and a glossary are included. (43 references) (LMI)

ED 324 446 CE 055 963

Bolton, William; Clyde, Albert
Further Education Unit, London (England).; Training Agency, London (England).

Training for the Future. How Can Trainees Meet Current and Future Needs of Industry? Guidelines and Models for the Development of Interdisciplinary Assignments Based on the Concept of Key Technologies.

PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum Design; Foreign Countries; Integrated Curriculum; *Interdisciplinary Approach; Models; Postsecondary Education; Technological Advancement; Technology Transfer; *Trade and Industrial Education
IDENTIFIERS- *England

This document provides guidelines for the development of interdisciplinary assignments to help prepare learners for the developing needs of industry; it also contains a collection of model assignments produced by 12 British colleges. An introduction explains how to use the document and offers a checklist for the development of interdisciplinary assignments. Section 2 contains guidelines for the development of interdisciplinary assignments, assessing assignment development teams, evolving exercises, using the assignments, logistics, assessment, and staff development. The section concludes with brief descriptions of seven assignments produced by the college for this project. The bulk of the document is contained in section 3, which describes 23 model interdisciplinary assignments. Each assignment provides the name of the college that developed it, target group, estimated time, scenario, task, and method of assessment. Among the assignments are those on packaging perishable food; marketing gifts; organizing an exhibition on fire prevention; changing a garage door design; manufacturing a low-cost hand-held digital voltmeter; designing and manufacturing an artificial limb; investigating the energy balance in automobiles; analyzing the installation, commissioning, control, and costing of a gas turbine power generating plant; developing an understanding of the procedures and responsibilities associated with the supply of gas, water, or electricity to an industrial organization; establishing and operating a company to market a power supply for personal stereos; and monitoring the employment of individuals with disabilities. (CML)

ED 324 537 CE 056 151

Neptune Township Public Schools, NJ.
Career Guidance Lesson Plans for Grades K-12. Developed as Part of New Jersey Comprehensive Career Development Guidelines Program in Neptune Township Public Schools.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Career Development; Career Education; Career Exploration; *Career Guidance; *Classroom Techniques; Competence; Competency Based Education; Elementary Secondary Education; *Learning Activities; Lesson Plans; School Guidance; *Self Concept; *Teaching Methods
IDENTIFIERS- *Neptune Township Public Schools NJ

This document contains the career development scope and sequence and 39 lesson plans for career guidance activities, for grades K-5, 6-8, and 9-12, developed for use in the Neptune Township Public Schools (New Jersey). Each one-to-two-page lesson plan includes information on subject area, competency, indicators, lesson objectives, resources, time requirements, and lesson content/description of activities. Lesson plans focus on self-knowledge, education and occupational exploration, or career planning. (KC)

ED 324 601 CG 022 857

Hart, Susan J.

Entering Adulthood: Planning Life Directions. A Curriculum for Grades 9-12. Contemporary Health Series.

SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.

PUB DATE- 90

NOTE- 89p.; For other titles in this series, see CG 022 854-858.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescent Development; *Career Planning; High Schools; *High School Students

The "Contemporary Health Series" covers critical health and family life topics in a sequence of modules with two curricular divisions: "Into Adolescence" for middle school teachers and "Entering Adulthood" for high school teachers. This module provides high school students with specific tools to plan for their futures beyond high school. The module begins with the creation of a life- planning notebook that is used as an organizing theme throughout the lessons and that, when completed, becomes a valuable resource for students. Lesson 1, Becoming Independent, helps students to understand why life-planning skills are valuable. Lesson 2, Looking Ahead, asks students to consider the challenges of moving beyond high school and into adulthood. The activities in lesson 3, Discovering Me, encourage students to increase their self-knowledge as the first step in planning for the future. In lesson 4, Creating a Vision, students explore options for the future as the second step in the life-planning process. In lesson 5, Achieving Dreams, students move on to the critical third step in the process--learning and practicing goal-setting skills. In the sixth and final lesson, Thinking for Success, students consider the relationship of positive attitudes to personal success and examine the characteristics of successful people. (NB)

ED 324 402 CE 054 975

Lowden, Kevin; And Others
Scottish Council for Research in Education.

Attitudes and Access to Adult Education: A Review of the Literature with Special Reference to Vocational Education and Training. SCRE Project Report.

SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Jan 90
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available frcm EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *Access to Education; *Adult Education; *Adult Learning; Adult Students; Adult Vocational Education; Demography; Educational Research; *Employer Attitudes; Foreign Countries; Student Attitudes; Student Characteristics; *Student Motivation; *Student Participation
IDENTIFIERS- Scotland

This review provides a picture of what is known about adults' participation in education and training, with a particular emphasis on the vocational. Section 1 focuses on definitions and examines what the literature has to say about who counts as an adult learner and what counts as adult education and training. Section 2 reviews the literature on participation and motivation in adult education and highlights findings relative to vocational education and training. Section 3 concentrates on two studies in providing the most recent generalizable information on demographics affecting participation, especially in vocational education and training. Section 4 addresses barriers to participation in education and training. It covers types of barriers, problems while participating, and alleviating barriers to participation. Section 5 focuses on employers' attitudes, policies, and practices on adult education and training. The literature is arranged thematically. Themes include government commissioned surveys on the state of United Kingdom training and comparisons with economic competitors, funding of training, and public sector training provision. (Seven pages of references are appended.) (YLB)

ED 324 417 CE 055 855

Michigan Association for Career Education.
The Quest for a Vision. A Roundtable Focused on "Collaboration, Not Competition" Convened by the Michigan Association for Career Education, April 1987-May 1989.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavioral Objectives; Educational Change; *Educational Improvement; *Educational Needs; *Educational Philosophy; Elementary Secondary Education; *Futures (of Society); *Lifelong Learning; Models; Postsecondary Education

Through a series of workshops and meetings held in Michigan during the 2 years from April 1987 to May 1989, leaders from the fields of education, government, and business developed a consensus around a "Quest for a Vision"--a scenario focused on winning in which education has been completely integrated into all aspects of society's behavior and is accepted as a lifelong process. The work was done with reference to two models--an expectation model and a behaviorist model. In the expectation model, which was used to organize thinking about getting ready for the future, the critical ingredients for success included opportunity, preparation, and expectation. The behaviorist model stems from behaviorism but with significant differences. It proposes the idea of a self-perpetuating cycle consisting of an information base, leading to assumptions, leading to behavior, leading to results/experience, and finally to refinement of the information base. To identify the information and assumptions which must be created to produce a new behavior, desired behaviors are categorized as behaviors that: (1) describe a society in which all segments and stakeholders are effectively integrated; (2) characterize a society in which there is acceptance and support for multiple roles; (3) recognize and support the concept of education as a lifelong process; and (4) are a consequence of an effective system of testing and rewards driving the educational process. Action plans stemming from these models include effective publicizing and promoting of the vision, identification of a champion who would commit to preparing action plans to bring about the desired behavior, and creation of a body committed to providing coordination. The next step in the process involves taking the plan from the conceptual stages to action to improve behavior. (KC)

ED 324 462 CE 055 986

Robson, Ed; And Others
Michigan Literacy, Inc., Lansing.
Litstart. Literacy Strategies for Adult Reading Tutors.
PUB DATE- 90
NOTE- 254p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Educational Resources; Language Experience Approach; Learning Activities; Lesson Plans; *Literacy Education; *Reading Instruction; Student Characteristics; *Tutoring; Tutors; *Volunteer Training; *Writing Instruction
This revised edition, based on literacy programs in Michigan, was written to reflect changing trends in reading and literacy in a book that can be used to train volunteer tutors, as well as by tutors and students together in weekly sessions. The book is organized in eight sections. The first section differentiates literacy and reading and introduces the reading process. The second section describes adult new readers and uses real examples to illustrate their characteristics, factors affecting their learning, learning styles, and special problems. In the third section, reading for meaning is explained, and reading strategies are provided. The fourth section presents a number of keys to unlocking text. Writing, from penmanship to spelling and writing strategies, is the topic of the following section. Sections 6 and 7 focus on the tutoring experience and include a step-by-step plan for developing and implementing a tutoring program for a student. Twenty-one appendixes (Section 8) contain literacy resources for tutors, such as phonics word lists, sight words, grammar, a readability scale, penmanship samples, word lists, and a list of selected publishers of materials for adults who read at a low level. Also appended is a placement guide, which contains an informal interview, reading selections, writing and spelling exercises, and letter identification to enable tutors to place students at the appropriate level. (KC)

ED 324 477 CE 056 007

AUTHOR *Ferencak-Elias, Elizabeth; And Others*
Fayette County Community Action Agency, Inc., Uniontown, PA.

Fayette County Community Action Success Booklet.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 90
NOTE- 22p.; Project Number 98-0010. For a related document, see CE 056 008. Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educationally Disadvantaged; High School Equivalency Programs; *Literacy Education; *Outcomes of Education; Pamphlets; *School Publications; Success; *Writing Instruction
IDENTIFIERS- 353 Project; Pennsylvania (Fayette County)

Using 1989-90 Pennsylvania Department of Education Section 353 Special Demonstration Project funding, Fayette County Community Action Education Center students produced a booklet that includes biographies and photographs of successful program alumni. The booklet describes events in people's lives that contributed to their being undereducated and the steps they took to learn to read or obtain a General Educational Development degree. Students participated in the production of the books as part of class assignments, and they were also involved in the dissemination of the booklet throughout the county. (A copy of the booklet is included.) (KC)

ED 324 667 CS 010 289

Pomper, Marlene M.
Trial and Error: The Use of Computer-Aided Instruction for Basic Readers and Writers.
PUB DATE- 86
NOTE- 15p.; Paper presented at the Annual Pennsylvania State Conference on Rhetoric and Composition (University Park, PA, July 1986).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Writing; *Computer Assisted Instruction; Higher Education; *Reading Writing Relationship; *Remedial Instruction; Research Opportunities; Skill Development; *Word Processing; Writing Attitudes
IDENTIFIERS- Basic Writers; *Process Approach (Writing)

Word processors can enhance the reading and writing skills of underprepared college students in a special course combining reading and writing. Word processors may serve such a course in many ways: (1) storing and retrieving students' own unpublished resource materials; (2) moving large blocks of writing at the flick of a finger; (3) serving as reading and writing tutors; (4) checking spelling and grammar; (5) coaching speed reading; (6) testing and evaluating; and (7) record keeping. Computer-aided instruction provides an opportunity for instructors of underprepared students to view students mastering the demands of a new skill, as well as a chance for students themselves, their classmates, or instructors to intervene in the writing process. The high visibility of the computer screen has made writing a more overt operation capable of study by the average classroom teacher. The computer is an excellent tool for educational researchers, a tool whose full capacity has not yet been tapped. (Author/RS)

ED 324 700 CS 212 559

Pomper, Marlene M.
The Social Implications of Writing.
PUB DATE- 87
NOTE- 19p.; Paper presented at the Annual Pennsylvania State University Conference on Rhetoric and Composition (University Park, PA, July 7-10, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Behavior; *Cognitive Development; Freshman Composition; Higher Education; Secondary Education; Writing (Composition); Writing Exercises; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Writing Development

Through an original analysis of letters written by 8 students at 4 grade levels (grades 7 through 13), this paper shows the relationship between individual affective and cognitive development and social awareness. Specifically, their relationships are shown by analyzing the writer, the text, and the instructor. Results indicate that seventh grade students were clearly trying to understand who they were and what labels to give people. Ninth graders were organizing ideas and classifying people. Eleventh graders had the requisite experience to find individual examples as models, so they could rank these examples into good, better, best types of behavior. Students in grade 13 began to see the fluidity in relationships. Not only are the stages of affective growth revealed by writing, but the written text in turn is influenced by the affective growth of the writer. While the grade level development varies for particular students, its sequential pattern seems to be invariable. Students tend to enjoy social interaction and group learning, and the computer makes group revision, editing, and multiple copying easier than ever before. Emphasis on the use of small group discussions creates multiple perspectives as a basis for students' own interpretations and arguments. The importance of a sense of audience on the purpose, content and style of a writer's work is also emphasized. (MG)

ED 324 733   CS 507 311

Neer, Michael R.

The Role of Indirect Tests in Assessing Communication Competence.

PUB DATE- 3 Nov 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Seniors; Communication Research; Higher Education; Mass Media; *Speech Communication; *Student Characteristics; *Student Evaluation; *Test Reliability
IDENTIFIERS- *Communication Competencies; *Competency Tests; Speech Communication Education; University of Missouri Kansas City

A study tested an indirect assessment instrument in examining the cognitive component of communication competence. The instrument was administered to 36 seniors graduating in speech communication and mass communication at the University of Missouri-Kansas City. Findings revealed that test performance was mediated by overall grade point average, non-traditional methods of instruction (i.e., internship), and student enrollment patterns (i.e., number of years needed to complete the degree program and full-time versus part-time employment). Should additional testing confirm the findings of the study, indirect tests may be administered with reasonable confidence as diagnostic measures for placing students in the proper courses. Several lines of research may aid in more effectively administering indirect tests at the departmental level. (SR)

ED 324 780 EA 022 308

Reimers, Fernando M.
Harvard Univ., Cambridge, MA. Inst. for International Development.
Education for All in Latin America in the Twenty-First Century: The Challenges of Jomtien. Development Discussion Paper No. 358.
PUB DATE- Sep 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; Educational Administration; Educational Assessment; *Educational Economics; *Educational Innovation; *Educational Quality; Elementary Secondary Education; Equal Education; *Excellence in Education; Expenditure per Student; Financial Policy; Foreign Countries; Grade Repetition; International Cooperation; Population Growth; Resource Allocation; School Restructuring
IDENTIFIERS- *Latin America

A declaration for achieving universal basic education adopted by the World Conference on Education for All in Jomtien, Thailand, as it relates to Latin America is discussed in this paper. The document then offers an examination of educational expansion in Latin America, a discussion of disproportionate educational budget cuts, and an analysis of challenges that stem from two trends: (1) the growing gap between population growth and educational expansion; and (2) low educational quality and high repetition rates. Proposals are offered for major, gradual educational reforms based on an increased level of fiscal resources, and a change in resource management responsive to economic needs. The major obstacle to implementation is argued to be the political economy of education and of adjustment. International support of local initiatives is important in achieving basic educational equity. (33 references) (LMI)

ED 324 814 EA 022 352

Franklin, David L.; Hickrod, G. Alan

North Central Regional Educational Lab., Elmhurst, IL.

School Finance Equity: The Courts Intervene. A National Perspective. Policy Briefs Number 6 and 7.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 14p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Constitutional Law; *Court Litigation; *Educational Equity (Finance); Elementary Secondary Education; *Equal Education; Equal Protection; Federal Courts; Financial Policy; Fiscal Capacity; School District Spending; *State Aid; State Courts; Tax Allocation

An overview of the constitutionality of various state public education finance systems is presented. Issues addressed include education as a fundamental right mandated by the education clause of state constitutions and the impact of the equal protection clause on the education clause. Criteria for successful challenges to state school finance systems are identified, as follows: (1) state court declaration of education as a fundamental right; (2) education clause requirement of qualitative demands and affirmative duty by a state legislature; (3) use of the "strict scrutiny" level of analysis; and (4) verdict of a district or state finance school system as inequitable. Two tables list 14 constitutional and 12 unconstitutional state finance systems. Also included are a summary of regional agenda, a guest commentary on the Illinois finance equity system, and 10 viewpoints by regional state legislators on pros and cons of current funding structures. (11 references) (LMI)

ED 324 432 CE 055 940

Robertson, David; Wareham, Jeff
CAW Canada, Willowdale (Ontario).

Changing Technology and Work: Northern Telecom. CAW Technology Project.

PUB DATE- Oct 89
NOTE- 54p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; *Automation; Emerging Occupations; Employees; Employment Qualifications; Foreign Countries; Information Technology; *Job Development; *Labor Needs; Manufacturing Industry; *Technological Advancement; *Unions
IDENTIFIERS- *Canada; *Northern Telecom

A project to examine the implications of technological change at Northern Telecom consisted of two major components: a technological survey and case study research. A questionnaire that contained more than 90 questions on technological change was distributed through local union technology committee meetings in Brampton, London, Belleville, and Kingston, Canada. Case studies were conducted at the company's plants and offices in the same cities and relied on interviews, documentation, and direct observation of operations. Among the findings were that: (1) job reduction is a profitable activity; (2) more work is expected from fewer workers; (3) new disciplines must be developed that encompass the total process of product design, manufacturing, materials sourcing, scheduling, and customer service; (4) integrated systems eliminate both indirect and direct jobs; and (5) the company's labor force is shifting from workers engaged in production to those engaged in information-based activities, from those who provide direct to those who provide indirect labor, and from bargaining unit to nonbargaining unit jobs. The document includes numerous quotations from workers affected by the changing technology. It is illustrated with line drawings and photographs. (CML)

ED 324 493   CE 056 037

Farmer, Edgar I.

Staff Development Handbook for Vocational Education Teachers in Vance County Schools.

PUB DATE- 21 Aug 89
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Classroom Techniques; *Disadvantaged Youth; Discipline; Educational History; Educationally Disadvantaged; Grantsmanship; Postsecondary Education; Problems; Secondary Education; Self Concept; Self Esteem; Student Characteristics; *Teaching Methods; Teaching Styles; *Vocational Education; Vocational Education Teachers; *Writing Instruction

This paper presents future directions for vocational education teachers and administrators in an effort to assist them in updating and revising their instructional programs. The paper begins with a synopsis of the history of vocational education and proceeds to visions of the future. An attachment defines good teaching (as perceived by Marshall Brain), followed by an outline of a four-step teaching approach, and a description of leadership styles associated with teaching styles. The following attachment describes the problems and characteristics associated with vocational education students, explains how these problems affect the learning process, and suggests strategies to overcome the problems. Later attachments include information on effective discipline in the classroom, self-esteem boosters, improving writing skills (including how to calculate reading levels with the Gunning Fog Index), writing a mini-grant, and an in-service model for credentialing vocational education teachers. (KC)

ED 324 507 CE 056 064

Fuchs-Bruninghoff, Elisabeth; And Others
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Functional Illiteracy and Literacy Provision in Developed Countries: The Case of the Federal Republic of Germany. UIE Case Studies 7.
PUB DATE- 86
NOTE- 102p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Reading Programs; Case Studies; Developed Nations; Educational History; Educational Practices; Educational Strategies; Foreign Countries; *Functional Literacy; Futures (of Society); *Illiteracy; Instructional Materials; *Literacy Education; Program Content; Program Effectiveness; Rural Education; Staff Development; *Teaching Methods; Urban Education
IDENTIFIERS- *West Germany

It was not until the end of the 1970s that public debate on the problem of functional illiteracy among adults began in the Federal Republic of Germany (FRG). Even afterward, Germans were reluctant to admit that illiteracy was a problem in their country. Literacy education efforts began at the local level, and the first national conference on adult literacy was held in Bremen in 1981. After increasing focus on the relationship between illiteracy and unemployment, German adult educational institutions began to respond to specific educational needs. As a result, literacy instruction is now offered by almost 280 adult educational institutions. The development of literacy education in the FRG can be divided into experimental, consolidation, and transition phases. Since the late 1970s literacy provision has grown rapidly, although significant differences still exist between program offerings in rural and urban areas. A qualitative improvement in the respect accorded to conditions for illiterate individuals has accompanied this growth in literacy instruction. The following program elements may be said to characterize adult literacy programs in the FRG: contact to students, initial advice to students, consideration of the learning situation of illiterate adults, development of specific methods of teaching reading and writing, and provision of sociopedagogical support and counseling. Efforts are underway to expand the areas served by literacy programs, integrate numeracy and other basic skills into literacy programs, and improve existing programs through a research and development effort. (141 references in English and German). (MN)

ED 324 538 CE 056 160

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

The Development of Adult Education: Aspects and Trends. International Conference on Adult Education (4th, Paris, France, March 19-29, 1985).

PUB DATE- Mar 85
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Education; *Adult Literacy; Coordination; *Educational Cooperation; *Educational Development; Educational Finance; *Educational Planning; Educational Trends; Equal Education; Foreign Countries; International Cooperation; *Literacy Education; Program Improvement; Teaching Methods

This working document summarizes the current state of adult education, trends that have emerged during its development, and some problems that require particular attention. Chapter I describes stages in the development of adult education marked by Unesco's Elsinore and Montreal Conferences, analyzes conclusions and recommendations of the Tokyo Conference, and summarizes subsequent developments. Chapter II analyzes the contribution that adult education can make to the democratization of education and to lifelong learning. Chapter III analyzes the role of adult education in assisting adult participation in various aspects of economic, social, and cultural life and in solving some major problems of today's world. Chapter IV describes the varied methods and techniques used in adult education and the various kinds of staff involved, mentioning some problems concerning training and status. It also contains information on efforts undertaken to develop adult education backup services in the fields of information and guidance, research, and documentation. Chapter V analyzes specific problems of planning and particular problems involved in financing adult education. Chapter VI focuses on the development and improvement of adult literacy programs. Chapter VII deals with cooperation in the field of adult education at the international, regional, and subregional levels. (YLB)

ED 324 555 CE 056 201

Cook, D. J., Ed.
Further Education Staff Coll., Blagdon (England).
Partnership in Development--Threat or Opportunity. Information Bank Conference Report Number 2578. Report of the Study Conference, "Bakery Courses for the 1990s" (Somerset, England, March 28-31, 1988).
PUB DATE- Jun 88
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; *Bakery Industry; Educational Needs; *Educational Policy; Educational Trends; *Education Work Relationship; Foreign Countries; Futures (of Society); *Government Role; *Job Training; Policy Formation; Postsecondary Education; School Business Relationship
IDENTIFIERS- England; *National Council for Vocational Qualifications

Further education in Great Britain often finds itself at the receiving end of a rapidly growing number of national policy initiatives, such as centralization, increasing influence of employers, use of agencies, formula or unit costing funding, and the Education Reform Act. The educational development that most affects those who are involved in developing and delivering education for potential bakers is the National Council for Vocational Qualifications (NCVQ) and its implications: competency-based learning; accreditation of workplace experience; a modular curriculum; flexibility of learning format, time, and place; and credit for prior learning. Alongside the issue of NCVQ developments, the other critical issue for delivering high-quality education and training for the bakery and confectionery industry is obtaining and deploying resources in an educational world ruled by the new legislation, agencies, unit costs, and one line budgeting. Staff development and shrewd management of education and training facilities will be required in order to survive. In addition to a mastery of the educational scene imposed by the NCVQ and successful resource management, providers of bakery education and training opportunities must meet the needs of the industry, which will experience both internal and external changes in the 1990s. (KC)

ED 324 633 CS 010 252

Zill, Nicholas; Winglee, Marianne
National Endowment for the Arts, Washington, DC. Research Div.
Who Reads Literature? The Future of the United States as a Nation of Readers.
PUB DATE- 90
NOTE- 120p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Audience Analysis; Drama; Fiction; Literary Genres; Poetry; *Reading Attitudes; *Reading Habits; *Reading Interests; Reading Materials; Reading Research; Twentieth Century Literature; *United States Literature

This book draws on extensive demographic information to present a portrait of the nation's reading habits. Research offers the following observations and facts: reading of serious contemporary literature is the pastime of a distinct minority; the proportion of Americans who read serious literature is between 7 and 12% and contemporary fiction, poetry, and drama attract those adults who have at least some college education and incomes of $25,000 and over. Following a foreword and an introduction, the book's four chapters are as follows: (1) Readers of Fiction, Poetry, and Drama: How Many and Who Are They? (2) What the Readers are Reading; (3) Factors That Affect Literary Participation; and (4) Expanding the Audience: What Can Be Done? Seventy notes are included. A technical appendix discusses statistical procedures used in the book, and presents three tables of data. (SR)

ED 324 649 CS 010 268

Meyer, Linda A.; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

The Development of Reading Ability in Kindergarten. Technical Report No. 515.

SPONS. AGENCY- Houghton Mifflin Co., Boston, MA.; Illinois Univ., Urbana. Coll. of Education.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 38p.; Research also supported by Silver Burdett & Ginn publishing company. For a similar study dealing with grades 1 and 2, see CS 010 269. Figures 3-5 contain filled in type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Beginning Reading; *Kindergarten; Parent Participation; Phonics; Primary Education; Reading Ability; *Reading Instruction; *Reading Readiness; Reading Research; *Reading Skills; Vocabulary Skills; Word Recognition

A study was conducted to explore how children learn to read in kindergarten. The study employed a heuristic model that included entering ability, home background, instructional processes, home support for literacy development, and measures of student ability at the end of kindergarten. Children were tested, whole-day classroom observations were made, and questionnaires were sent to parents to collect information that could be used to develop data-driven linear structural relationships between variables to explain how children develop reading ability. Results showed that children's performances in reading at the end of kindergarten were directly affected by their knowledge of letters when they enter kindergarten, by their active participation in reading activities at home, and by the amount of phonics instruction and word meaning instruction that they receive in school. (Five tables of data and five figures are included. Twenty-six references are attached. (MG)

ED 324 717 CS 507 290

Backlund, Phil
The 1990 Summer Conference on the Assessment of Oral Communication Skills.
PUB DATE- Nov 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Curriculum Development; Educational Needs; *Evaluation Criteria; Evaluation Methods; Program Effectiveness; Public Schools; Secondary Education; Speech Communication; Speech Curriculum; Testing
IDENTIFIERS- *Speech Communication Association

This paper discusses the role of the Speech Communication Association regarding issues of assessment and testing in speech communication in the public schools. The paper describes the genesis of the 1990 summer assessment conference for oral communication skills (held in Denver, Colorado), outlines the goals undertaken, enumerates the resolutions taken, and reviews the outcomes of the conference. The paper also discusses possible future actions of the Committee on Assessment and Testing based on this conference. (KEH)

ED 324 749 EA 022 248

General Accounting Office, Washington, D.C.
Impact Aid: Most School Construction Requests Are Unfunded and Outdated. Report to Congressional Requesters.
PUB DATE- Jul 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Elementary Secondary Education; *Federal Aid; *Government Employees; Government Publications; Public Schools; *School Construction
IDENTIFIERS- Dependents Schools; *Federal School District Relationship; *Impact Aid

The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 81-815) provides federal funds for constructing and renovating schools in districts that educate "federally connected" children, such as those whose parents live and/or work on military installations and Indian reservations. A study was done to review the program for school districts affected by federal activities. Data were collected from a random sample of 58 of the 178 unfunded Department of Education projects from fiscal year 1988. Department records show that as of fiscal year 1988, the estimated funding gap was about $200 million. The Department's criteria for computing priority numbers of eligible projects and ranking projects are equitable, but the Department does not periodically reevaluate these scores once projects are ranked on waiting lists. It is recommended that: (1) Congress amend Public Law 81-815 to require that school construction payments to eligible districts be based on average state per pupil construction costs; and (2) that the Secretary of Education require school districts to apply annually for school construction aid to ensure that project requests reflect current data. It is further suggested that Congress might want to consider authorizing the Secretary of Education to distribute appropriations among a greater number of projects. (MLF)

ED 324 831 EA 022 398

Office of Educational Research and Improvement (ED), Washington, DC.
Accountability Options: Most Effective When Combined. Executive Summary.
PUB DATE- Jul 90
NOTE- 4p.; For the complete document summarized here, see ED 318 804.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Accountability; Administrator Role; Decentralization; Elementary Secondary Education; Incentives; Institutional Evaluation; *Policy Formation; School Choice; School Effectiveness; State School District Relationship

School accountability options are briefly discussed in this exectuve summary of the document, "Accountability: Implications for State and Local Policymakers," by Michael W. Kirst. Six accountability policies are examined, which include performance reporting, monitoring and compliance, incentive systems, reliance on the market, changing the locus of school control, and changing professional roles. A combination of policies adapted to state and local goals is recommended for maximum effectiveness. Policymakers must also be aware of policy-related issues, such as fit between data systems and performance indicators, local policy model experimentation, innovative incentive systems, authority for decision making, and ineffectiveness of the market accountability approach. (LMI)

ED 324 478 CE 056 008

Veghts, Jana; And Others
Fayette County Community Action Agency, Inc., Uniontown, PA.

Fayette County Community Action Education Case Management.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 90
NOTE- 37p.; Project Number 98-0009. For a related document, see CE 056 007.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Caseworker Approach; Disadvantaged; Economically Disadvantaged; Educationally Disadvantaged; *Homeless People; *Literacy Education; Participant Characteristics; *Program Effectiveness; *Program Implementation
IDENTIFIERS- 353 Project; Pennsylvania (Fayette County)

The Community Action Education Case Management program was developed in Fayette County, Pennsylvania, to provide 50 homeless, undereducated adults and their families with case management services. These services were to include: individual, group, and in-home counseling; advocacy; service coordination; and evaluation. During the program, 58 persons received these services. The majority of participations were 20-29 years old, 86 percent were women, 88 percent were white and 10 percent were black, and 74 percent received public assistance. Domestic violence and eviction were the major causes of their homelessness. During the program, 39 of the 58 students advanced in education, and 8 persons continued in the educational program. Only 3 percent of those who participated in the program needed homelessness assistance again, compared to 43 percent of a general group of homeless persons surveyed. Another positive aspect of the program was the use of peer coaches to assist in one-to-one tutoring and training. Although the program experienced success stories, it also was negatively affected by staff turnover, limited transportation, the clientele served, limited funding, and the termination of the Adult Education for the Homeless program. The case management method of operation can be replicated by other adult education providers working with homeless adult students. (KC)

ED 324 522 CE 056 112

Everett, Carthell; Pershing, James A.
Indiana Univ., Bloomington. Vocational Education Services.

Distance Education and Its Applications for Vocational Education. A VES Monograph.

SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- Jul 89
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Access to Education; Adult Vocational Education; Cost Effectiveness; Demonstration Programs; *Distance Education; *Educational Innovation; Program Evaluation; Secondary Education; *Vocational Education

This monograph provides policy makers and administrators with an overview of distance education principles, technology, and application as they exist today. Section I discusses elements of a distance education process. General headings are personnel, hardware, and software. Section II considers the historical development of distance education and its current application. Section III addresses advantages, such as flexibility in relation to students and faculty, built-in quality control, easy evaluation and revision, separation of student and teacher, and lower cost per student, as well as disadvantages (resistance, lack of student interaction, teacher certification, turf questions, issues of cultural diversity). Section IV discusses the potential value of distance education for vocational education. Examples are provided that illustrate the variety of possibilities for distance education. These include skill updating of power station control technicians in Queensland, Australia; teaching of employability skills in Colorado Springs, Colorado; and offering of electives in Oregon public schools through a program originating in San Antonio, Texas. The following sections (V through VII) discuss costs and benefits, teacher training needs, and evaluations of current distance education programs. Section VIII provides brief descriptions of four model programs. A summary addresses getting started and distance education for vocational education. A list of definitions is appended. Ninety-nine endnotes are provided. (YLB)

ED 324 571 CG 022 825

Splete, Howard; Kortryk, Christy, Ed.
Oakland Univ., Rochester, MI. Adult Career Counseling Center.
Computer-Assisted Career guidance Systems and Career Counseling Services. Adult Career Counseling Center. Seventh Annual Report: September 1989-June 1990.
PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Counseling; *Career Counseling; *Career Guidance; Colleges; *Computers; Higher Education; *School Community Relationship
IDENTIFIERS- *Computer Assisted Counseling; Oakland University MI
This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at Oakland University during the 7th year of operation of the Adult Career Counseling Center (ACCC), an agency that has provided career information and counseling to 6,700 area residents since its formation in 1982. These topics are covered in the report: (1) history of the development of the Adult Career Counseling Center and Computer-Assisted Career Guidance Programs with mission statement; (2) description of the ACCC; (3) description of the Computer-Assisted Career Guidance Systems, including DISCOVER for Adults, System of Interactive Guidance and Information Plus (SIGI PLUS), Michigan Occupational Information System, and additional computer-assisted career aids; (4) client demographic information; (5) in-service training; (6) public relations; (7) coordination with the Practicum Counseling Center; (8) research; and (9) future plans. The appendix includes the ACCC resource list, descriptions of career counseling and information services at Oakland University, and descriptions of auxiliary grant-supported services. (ABL)

ED 324 586 CG 022 842

Indiana State Dept. of Education, Indianapolis.
Indiana State Plan for Development School Counseling. School Administrators Introduction Packet.
PUB DATE- 90
NOTE- 55p.; For a related document, see CG 022 841.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrator Responsibility; Counseling Objectives; Counseling Services; Counselor Role; Curriculum Development; Developmental Programs; Elementary Secondary Education; *Guidance Programs; *Program Administration; Program Design; Program Implementation; *School Counseling; Values Education
IDENTIFIERS- Comprehensive Guidance; *Indiana; Indiana State Department of Education

The Indiana Department of Education recently convened a task force to identify essential values and to determine how these values can be successfully infused into school curricula. Accordingly, in collaboration with the Indiana School Counselors Association (ISCA), the Department established a working committee to construct a developmentally oriented comprehensive school counseling program for Indiana schools. This introductory packet for school administrators begins by stating the assumptions, rationale, and benefits of the Indiana State Plan for Developmental School Counseling, which consists of competencies which fall into three general categories: (1) the personal-social domain, "Learning to Live;" (2) the educational domain, "Learning to Learn;" and (3) the career development domain, "Learning to Work." The second section addresses costs for program and personnel, providing budgets and pie charts for time distribution and costs at the elementary, middle school/junior high, and high school. The third section briefly discusses the administrator's role in developmental school counseling, while the final section provides a series of distribution tables and graphics comparing developmental school counseling to traditional counseling, and highlighting the structure, resources, and suggested local district processes in the comprehensive guidance program. Appended are suggested job descriptions, the Indiana State Board of Education mandate, and a bibliography. (TE)

ED 324 602 CG 022 858

Curwin, Richard L.
Entering Adulthood: Developing Responsibility and A Curriculum for Grades 9-12. Contemporary Health Series.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 90
NOTE- 93p.; For other titles in this series, see CG 022 854-857.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; High Schools; *High School Students; *Locus of Control; *Responsibility; *Self Control

The "Contemporary Health Series" covers critical health and family life topics in a sequence of modules with two curricular divisions: "Into Adolescence" for middle school teachers and "Entering Adulthood" for high school teachers. This module uses eight activity-based lessons to help 9th through 12th graders make better life choices through understanding their own power and their role in creating what happens to them. This module focuses on responsibility in a personal sense, beginning with a lesson designed to introduce the issue of responsibility. Lesson 2 develops the general concept of locus of control and introduces students to the differences between internality and externality. Lessons 3 and 4 deal with the sub-skills of predicting and planning. Lesson 5 presents a model for learning from mistakes as one of the great benefits of the application of locus of control. Lesson 6 focuses on effective communication as a way to increase personal responsibility for interacting with others. Lesson 7 focuses on allowing students to develop rules for each other and for the teacher. The eighth and final lesson explores how students can experience more joy from school when they perceive themselves as active members of a classroom community. (NB)

ED 324 618 CG 022 880

Mckenzie, Ione L.; Manoogian-O'Dell, Margaret
American Coll. Personnel Association, Washington, D.C.
Expanding the Use of Students in Career Services: Current Programs and Resources. ACPA Media Publication No. 45.
PUB DATE- 88
NOTE- 323p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Planning; Higher Education; *Paraprofessional Personnel; *Undergraduate Students

This manual was designed to reflect current and recommended practices for the utilization of undergraduate paraprofessionals in career services. A brief summary of the literature related to the use of paraprofessionals in career centers in addition to a rationale in support of expanded roles for student staff is provided in Section 1. The rationale provided is based on the literature and data collected from 163 paraprofessional program coordinators. An analysis of the data recently collected, as well as recommended guidelines for establishing a student paraprofessional program are summarized in Section 2. Implications of the survey findings for paraprofessional program coordination are discussed. Selection, training, and evaluation materials from varying programs are included in Sections 3 and 4. Section 3 contains an overview of the criteria utilized in identifying outstanding paraprofessional programs and profile descriptions of 24 outstanding paraprofessional program models. Section 4, Resource Materials, contains an extensive collection of resources including selection, training, and evaluation materials gathered from programs nationwide. A survey on the use of paraprofessionals and related letters, a list of the 862 survey respondents, sources of additional information on 163 existing programs, proposed standards on the use of student paraprofessional in student affairs, a bibliography of resources related to the use of student staff in career services, and a bibliography of training resources are appended. (NB)

ED 324 684 CS 212 538

Jacobi, Martin J.; Lovitt, Carl R.

Is Professional Writing Taught as a Service Course or as a Liberal Arts Course? Report on a National Survey.

PUB DATE- Apr 90

NOTE- 25p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business English; Higher Education; Liberal Arts; National Surveys; *Teacher Attitudes; Teaching Methods; *Technical Writing; *Writing Instruction; Writing Research; *Writing Teachers

IDENTIFIERS- Professional Writing

A survey investigated whether changes in the curricular status of professional writing have produced concomitant changes in pedagogy. The study examined whether there are more professional writing teachers teaching as they traditionally have or whether teachers are now rethinking their approaches to the subject. A survey instrument was completed by 590 postsecondary technical writing teachers (a return rate of 23.6%) from around the United States. Results showed that approximately 223 respondents viewed professional writing as a service course; 220 as a liberal arts course; and 111 as both a service and a liberal arts course (36 respondents either gave no answer or indicated that they rejected both statements). A substantial majority of those who consider professional writing a service course incorporated the three emphases defined in the survey as characteristic of the liberal arts: ethics, argumentation, and outside readings. However, although these topics are part of most courses, they do not appear to be taught in an interrelated fashion, and suggest limitations on the extent to which some teachers approach professional writing as a liberal art. The survey also investigated the approaches used in the teaching of ethics and argumentation/persuasion, and used with outside readings. Further, a majority of respondents did not identify as a significant part of their courses most of the teaching techniques that are generally recognized as either process-oriented or active-learning strategies. (Eight tables of data are attached.) (SR)

ED 324 765 EA 022 287

Torelli, Joseph A.

Sex Roles and Perceived Job Stress of Washington Elementary Principals.

PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Androgyny; Coping; Elementary Education; Females; Job Satisfaction; *Principals; Quality of Working Life; *Sex Role; *Stress Management; *Stress Variables
IDENTIFIERS- *Job Stress; *Washington

The relationship between elementary principals' perceived job stress and sex role is examined. Questionnaires mailed to a random stratified sample of 200 elementary principals in Washington state (50 females, 150 males) yielded 172 useable returns, an 86 percent response rate. Two measurement instruments were used: the Bem Sex Role Inventory (BSRI) and the Administrative Stress Index (ASI) which measures stress in relation to four factors indicating the multidimensional aspects of the construct. Task-based stress was found to be a significantly higher source of stress than three other factors--role-based, boundary-spanning, and conflict-mediating stress. No significant difference existed between sex roles and the four factors of perceived job stress or between the amount of job stress perceived by male and female principals. A conclusion is that stress is dependent on a variety of individual and external factors and that there are not easy answers to what causes it. Coping strategies are briefly discussed. (17 references) (LMI)

ED 324 781 EA 022 309

Walker, Billy D.

School Finance Reform in Texas.

PUB DATE- Mar 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Education Finance Association (Las Vegas, NV, March 15-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Economics; *Educational Equity (Finance); Elementary Secondary Education; Expenditure per Student; *Finance Reform; Financial Policy; Property Taxes; Resource Allocation; School District Spending; *State Aid; State Courts; State Legislation; Tax Allocation
IDENTIFIERS- *Texas

Texas public school finance is undergoing reform in response to a state Supreme Court decision in Edgewood I.S.D. v. Kirby, that declared the school finance system in violation of the "efficient clause" of the state constitution. State aid has declined since 1984 due to state revenue constraints, reform mandates largely funded from local taxes, and state revenue system dependency on general sales taxes. Major proposals offered in a special legislative session generally involve: (1) improvement of fiscal neutrality through improved yield-for-effort plans; (2) equity targets involving at least 95 percent of the students in the equalized program; and (3) phase-in plans of 3 to 5 years. (59 references) (LMI)

ED 324 798 EA 022 327

Watt, A. Dwight; And Others

District Property Wealth and Teachers' Salaries in Georgia.

PUB DATE- Mar 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Las Vegas, NV, March 15-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Costs; *Educational Equity (Finance); Elementary Secondary Education; *Fiscal Capacity; *Property Taxes; *School Districts; *Teacher Salaries
IDENTIFIERS- Consumer Price Index; *Georgia; Wisconsin (Milwaukee)

According to an initial study of finance equity in Georgia, the dominant cause of differences in resource indices among school districts was differences in teacher salaries. Building on two other studies in Milwaukee County (Wisconsin) and Florida that explored factors determining teacher salaries, the Georgia study was replicated, using complete 1988-89 data. In addition, the measure of revenue generating potential was simplified to include only the local property wealth per full-time pupil. The null hypothesis, that there was no statistically significant difference in the property wealth per FTE (full-time equivalent) pupil between districts paying teacher salaries higher than predicted (from the mean salaries of teachers in neighboring districts) and those paying teacher salaries lower than predicted, was tested at eight points correlating various combinations of educational attainment and experience levels. Based on regression equations for predicting local teacher salaries and on property wealth comparisons, the null hypothesis was rejected for each of the eight salary points. Results show that if salaries in contiguous districts are raised, the salaries in adjoining districts will also be raised. Also, the degree and experience level that superintendents considered most important when setting salaries is not always the beginning bachelor degree level. (32 references) (MLH)

ED 324 447 CE 055 964

Wallace, John
Further Education Unit, London (England).
Providing for Adults. A College Initiative.
PUB DATE- 90
NOTE- 59p.; Contains colored type and paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Access to Education; Adult Education; Career Guidance; Counseling; Foreign Countries; Open Education; *Participative Decision Making; Student Centered Curriculum; *Student Personnel Services; Student Recruitment; *Unemployment
IDENTIFIERS- *Hinckley College of Further Education (England)

This document reports an evaluation of an open access program for unemployed adults at England's Hinckley College of Further Education. The program aimed to help clients identify long-term and short-term goals and emphasized participative management, student-centered learning, guidance, and counseling. The findings emphasize (1) the importance of learning opportunities for adults, which range across the vocational-nonvocational spectrum; (2) the need for change in college recruitment procedures, time-tabling, support systems, and fee structures; (3) adaptations needed in classroom practice to accommodate unemployed adult students; and (4) the need for clear definitions of objectives in order to enable the long-term unemployed to achieve increased benefits from educational delivery. (CML)

ED 324 463 CE 055 987

Gillespie, Marilyn; And Others
Massachusetts Univ., Amherst. Center for International Education.
Many Literacies: Modules for Training Adult Beginning Readers and Tutors.
PUB DATE- 90
NOTE- 142p.; Photographs and handwritten portions may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Course Content; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Program Implementation; *Reading Instruction; Teaching Methods; *Tutoring; Tutors; Volunteers; Volunteer Training; *Writing Instruction

This handbook grew out of the experiences of the teachers and students at the Read/Write/Now Adult Learning Center, a community-based literacy program in Springfield, Massachusetts. It is both a documentation of the experiences of the program and a guide for teachers. The four sections of the handbook contain a number of modules, each of which indicates type of activity, time estimate, purpose, research notes, and steps or activities. Section 1, Creating a Community of Learners, consists of a series of group activities, each requiring from 30 minutes to 2 hours, that can be used with mixed groups of students and volunteer tutors to set the climate for adult literacy classes. Section 2 includes suggestions for one-to-one goal setting conferences and for using individual learning contracts. Three short group activities for introducing the individual activities and evaluating the progress of the group are also in this section. Section 3 contains group activities to help participants and tutors examine their reading history, activities to acquaint students with what good readers do, and other reading-related activities teachers can use with individuals or groups of students. Section 4 includes activities to introduce students to the writing process and suggestions for writing, publishing, and sharing student work. Each section ends with reference notes. (KC)

ED 324 668 CS 212 499

Haislip, Susan T.

A Core Curriculum and Core Curriculum Guide for English III.

PUB DATE- Jun 87
NOTE- 54p.; Educational Specialist Practicum Report, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Core Curriculum; *Course Content; Course Descriptions; *Course Organization; Curriculum Design; *Curriculum Guides; English Curriculum; High Schools; Instructional Development; School Surveys; Teacher Response; Teaching Guides; Teaching Methods; *United States Literature
IDENTIFIERS- Florida

A practicum project developed the core curriculum and core curriculum guide for an American literature survey course. Students enrolled in the course came from low socioeconomic backgrounds, exhibited problematic behavior, and evidenced poor study habits, as well as low reading comprehension skills and substandard language usage. Under these circumstances the teachers had found it difficult to meet the state objectives and to come to a consensus in preparing a standard outline for the course. All eight teachers of the course responded to a needs survey, indicating a desire for model lesson plans that would employ collateral teaching techniques and allow for consistency of content. Following implementation of the core curriculum and core curriculum guide, an evaluation was made by the teachers. Results revealed that seven of the eight participating teachers and the department head expressed satisfaction with the core curriculum. Success was indicated by its acceptance by the teachers and adoption for future use by the department. Ten appendixes include three components of the curriculum guide (the curriculum framework, student performance standards, and writing enhancement program guidelines); the needs assessment survey with results; and criteria for planning and evaluating English language arts curriculum guides. (KEH).

ED 324 734 CS 507 313

Harbor, Kingsley O.
Attitudes of International Students toward the Western News Model.
PUB DATE- Aug 90
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Developing Nations; Factor Analysis; *Foreign Students; Higher Education; Models; News Media; *News Reporting; Q Methodology; *Student Attitudes
IDENTIFIERS- Third World

A study employed Q-methodology to determine the attitudinal structure of international (Third World) students in regard to the western news model (defined as the criteria for news evaluation and selection adopted by the western democracies). Thirty-two respondents were purposively selected, eight each from Africa, Asia, Latin America, and the Middle East. Respondents rank-ordered statements according to their degree of agreement with the statements. Factor analysis revealed the presence of four factors among the international students studied. Two principal factors were found that typify the current state of third world views regarding western news (pro and con). Based on findings from this study, it is suggested that the currently divided Third World views concerning Western news may not change with the future change of Third World leadership, but prospects exist that can be taken advantage of. (Two figures and three tables of data are included. Fifty-one references are attached.) (Author/MG)

ED 324 815 EA 022 353

Frazier, Calvin M.
Washington Univ., Seattle. Center for Educational Renewal.
An Analysis of a Social Experiment: School-University Partnerships in 1988. Occasional Paper No. 6.
PUB DATE- Sep 88
NOTE- 94p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; Educational Cooperation; Educational Innovation; Educational Trends; Elementary Secondary Education; Higher Education; Institutional Cooperation; *Networks; Program Development; Program Evaluation; *School Districts; *School Restructuring; Shared Resources and Services
IDENTIFIERS- *National Network for Educational Renewal

An assessment of 14 school-university partnerships in the National Network for Educational Renewal (NNER) is provided with a focus on achievement of partnership goals. Partnership goals include simultaneous school improvement and educator education. Methodology involved site observation and interviews with 126 school district and university personnel and 24 key outside individuals who were administrators or policymakers on the state or national levels. Partnerships were evaluated according to internalization of network goals, agenda setting, and operational issues. Findings indicate that six partnerships reflect network goals and that eight do not. The final two chapters discuss national educational trends and the future of the partnership concept. Appendices include a list of partnerships and the study questionnare. (20 references) (LMI)

ED 324 832 EA 022 399

Kirst, Michael W.
The Politics of School Finance: Implications for Research.
PUB DATE- Mar 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Las Vegas, NV, March 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bond Issues; *Educational Finance; Educational Research; Elementary Secondary Education; Equalization Aid; Federal Aid; Financial Policy; *Politics of Education; Private Schools; Research Utilization; Resource Allocation; School Restructuring; State Aid; State School District Relationship; Taxes; Voting

Prospective research on the politics of school finance is linked to current major policy issues in this paper. Two main sections discuss the politics of revenue raising and distribution within school districts. New developments include a combination of qualitative and quantitative methodologies, and of policy instrument research with financial instrument research. Recommendations are made for revisions of older issues, increased educational research funding, and incorporation of a political analysis in school reform finance research. Three tables and an extensive bibliography are included. (LMI)

ED 324 403 CE 054 976

Robinson, Rosemary; And Others
Scottish Council for Research in Education.

Perceptions of Effective Teaching Methods in Business Studies. SCRE Project Report.

SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Jan 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Business Administration Education; Distance Education; Educational Research; *Entrepreneurship; Foreign Countries; *Instructional Effectiveness; Small Businesses; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Scotland

This study described teaching methods in use in business studies classes, explored the reasons for their use, and explored perceptions of effectiveness. Four main research methods were used: semistructured interviews; observation of teaching in one class and of presentations of business plans to the panel of experts in the other; perusal of course documents; and informal collection of information by talking to students and teachers. One class studied involved class teaching by the tutor and speakers; the self-study course used multimedia materials backed up by tutor telephone support. Three main dimensions of effectiveness for students were identified: learning about the feasibility of setting up one's own small business; learning about the world of small business; and gaining a sense of purpose in life. Data suggested six subsidiary factors that influenced teaching effectiveness: attendance/commitment; student isolation; tutor isolation; costs/fees; class composition; and evaluation and assessment. (Nine references and two course descriptions are appended.) (YLB)

ED 324 418 CE 055 864

Cooper, Arnold C.; And Others
NFIB Foundation, Washington, DC.

New Business in America. The Firms and Their Owners.

PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement; Adults; Business Cycles; *Entrepreneurship; Failure; Longitudinal Studies; Regression (Statistics); *Risk; Self Employment; *Success

This publication provides results of a longitudinal study of young firms and their owners. Data represent the responses of a national sample of new business owners (N=2,994) who were members of the National Federation of Independent Business in May 1985 and had been in business for no more than 17 months with the average respondent owning the business for 11 months. An 11-page summary of data discusses results pertaining to the type of people who form businesses, the firms they form, the business climate, changes in the businesses, and attitudes of owners after 3 years. Appendix I sequentially presents every survey question posed during the entire project and the new business owners' responses to them. It also presents firm or environment data that did not require the owner to respond but for which there were data from another source. Data are provided in unnumbered tables, identified in the upper left hand corner by the year in which the survey was conducted. Forty-nine pages of tables are provided. Appendix II is a note on sampling and methodology. Appendix III contains the regression results of selected "predictors" of new business survival and growth. Appendix IV consists of the three survey questionnaires used in the 3 years of the study. (YLB)

ED 324 494 CE 056 044

American Vocational Association, Alexandria, VA.
The AVA Guide to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
PUB DATE- 90
NOTE- 170p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; *Federal Legislation; Financial Support; Occupational Information; Postsecondary Education; Research and Development; Secondary Education; Special Needs Students; *State Federal Aid; *Vocational Education; Vocational Schools
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This guide is intended to give vocational educators a "jump start" on their understanding of and planning for the 1990 Perkins Act. Section 1 provides a synopsis of the entire act, with a general overview of each of the major titles. Section 2 provides an analysis of each element of significant change from the 1984 act to the new act. Section 3 presents the new law in its entirety, integrating the sections of the 1984 act that are simply referenced in the text of the new Perkins Act. Appendix A contains the full transcript of Title VI, which addresses statutes other than the Perkins Act. Appendix B identifies technical errors related to statutory citations contained in the bill as it was under consideration in August 1990. A calendar of events for the implementation of the new law is also included. (CML)

ED 324 634 CS 010 253

Quinlan, Stella W.; Ryujin, Donald H.
Effect of Noun Gender in Children's Perceptions.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (58th, Crystal City, VA, April 9-12, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Clues; Intermediate Grades; *Nouns; Perception; *Pronouns; Reading Research; Sex Bias; *Sex Differences; Vocabulary
IDENTIFIERS- *Gender (Language); Gender Constancy

This study controlled the gender context of sentence cues containing nouns and pronouns and asked children to draw pictures depicting the situations described in them. Subjects were 220 elementary students from the fourth, fifth, and sixth grades. Each child drew responses to cues for only one form. The experimenter allowed them 4 minutes per cue to draw a picture of what the child imagined the cue to describe and to name each figure in the drawing. Results indicated that for some of the cues, children drew more male figures in response to the noun "man" than in response to either "individual(s)" or "people." Further analysis also indicated that boys and girls make qualitatively different responses to the cues. Boys drew more male figures than girls and drew more male figures in general. Girls drew more mixed-sex groups and females than boys and drew more of such pictures in general. Future studies on this topic should be cautious not only about the sex of the nouns/pronouns in the cues, but about the sex bias of the context in which these nouns/pronouns are presented. (One figure is included.) (MG)

ED 324 650 CS 010 269

Meyer, Linda A.; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
The Development of Reading Ability in First and Second Grade. Technical Report No. 516.
SPONS. AGENCY- Houghton Mifflin Co., Boston, MA.; Illinois Univ., Urbana. Coll. of Education.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 55p.; Research also supported by Silver Burdett & Ginn publishing company.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Grade 1; Grade 2; *Models; Parent Student Relationshi Primary Education; *Reading Ability; Reading Achievement; Reading Research; Teacher Student Relationship
IDENTIFIERS- LISREL Computer Program

This study determined how children develop reading ability in firs and second grade. Subjects, approximately 315 children from 3 schoo districts in the midwest, were given a series of standardized and customized measures of reading comprehension. Linear structural models were developed at both grade levels using LISREL to explain variance in students' reading development. Results indicated: (1) interplay between first-grade entry-level student performance and teachers' classroom activities; (2) first-grade classroom activitie were found to affect some behaviors at home; (3) second-grade teachers continued to be affected by students' entering abilities; (4) teachers' behaviors, unfortunately, were also found to be related to students' home backgrounds; and (5) home support activities were not found to be influenced by home background as they had been in the earlier grades. (Nine tables of data and five figures representing various models of development of reading ability are included; 72 references are attached.) (RS)

ED 324 701 CS 212 560

Pomper, Marlene M.; Brown, Sandra

Writes of Passage.

PUB DATE- 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Ontario Speech Communicators Association (Toronto, Ontario, Canada, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Basic Writing; *Classroom Environment; Compensatory Education; Cooperative Learning; Developmental Studies Programs; Higher Education; *Learning Activities; Remedial Programs; *Remedial Reading; Student Journals; *Teacher Student Relationship
IDENTIFIERS- Cultural Literacy

Written by instructors who not only accept but also elect the challenge of teaching basic skills classes in reading and writing to freshmen at the community college and technical college level, this paper examines, first, the basis for the pedagogy employed: the theoretical concepts and the actual students on which the teaching of developmental reading and writing is based. Next, the paper explains what is done to create an environment that facilitates students' development. The paper then demonstrates methodology and course content, including six exercises/approaches found particularly successful. Lastly, it discusses conclusions about basic skills teaching, cultural literacy, and power. Twenty-four references are attached. (SR)

ED 324 718 CS 507 291

Kreps, Gary L.
Mapping Out the Future: The Need for Health Communication Education.
PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *Health Education; Higher Education; Instructional Innovation; Language Skills
IDENTIFIERS- Communication Strategies; Health Care Teams; *Health Communication; Health Educators

Communication training for health care providers and consumers can help prepare individuals to effectively meet the communicative demands of health care practice. Offering health communication educational programs at several different educational contexts (in elementary and secondary schools, in health care organizations, and in universities, within pre-professional, health care professional, and communication college educational programs) is a promising strategy for reaching those individuals who are in most need of pertinent health communication information, analysis, and instruction. Health communication education should focus on the process of health care delivery by examining the communicative demands that are part of health care activities. Health care process topics apply communication skills specifically to the health care delivery system. Seven major topic areas in health communication education might include: (1) communicating in health care interviews; (2) communication and health education; (3) communication in practitioner/client relationship development; (4) communication in health care teams; (5) therapeutic communication; (6) communication and health care ethics; and (7) communication in health care organizations. (Twenty-five references are attached.) (MG)

ED 324 750 EA 022 251

Kealey, Robert J.
National Catholic Educational Association, Washington, D.C.

United States Catholic Elementary Schools & Their Finances, 1989.

PUB DATE- 90
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Schools; *Educational Finance; *Elementary Schools; Elementary Secondary Education; Endowment Funds; Expenditure per Student; Expenditures; Extended School Day; *Financial Support; Fund Raising; Instructional Materials; Kindergarten; Preschool Education; Principals; Private Education; Teacher Salaries; Tuition

Findings of a national survey of Catholic schools' finances are presented in this report. Included are extensive data based on the 1988-89 school year on financing the schools (tuition, parish subsidy, endowments and fund raising); expenses (pre-pupil cost, principals, teachers, religious, other personnel, staff benefits, instructional materials); and special issues (pre-kindergarten, kindergarten, and extended day programs). Questionnaires mailed to 1,200 Catholic elementary schools yielded 907 usable returns, a response rate of approximately 76%. The 907 schools represented slightly over 12 percent of all Catholic elementary schools in the United States. Thirteen tables are included in the text. The appendices contain the questionnaire, correspondence, a list of participating schools, and six statistical tables. The first two tables give data on: (1) percent of schools by size according to location (inner city, urban, suburban, rural) and geographic region; and (2) percent of higher tuition for non-Catholic students by location, region, and school size. The remaining tables use the same groupings (location, region, size) to present data on the following: (3) percent of schools with endowment programs; (4) per-pupil cost, tutition, cost of materials and percent of tuition covering per-pupil cost; (5) salaries of teachers; and (6) percent of schools with pre-kindergarten, kindergarten, and extended day programs and cost to parents. (11 references) (LMI)

ED 324 766 EA 022 288

Beswick, Richard
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Evaluating Educational Programs. ERIC Digest Series Number EA 54.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Role; *Consultants; *Curriculum Evaluation; Elementary Secondary Education; Evaluation Methods; Portfolios (Background Materials); *Program Evaluation; *Student Evaluation; *Test Validity
IDENTIFIERS- ERIC Digests

In this digest, readers are introduced to the scope of instructional program evaluation and evaluators' changing roles in school districts. A program evaluation measures outcomes based on student-attainment goals, implementation levels, and external factors such as budgetary restraints and community support. Instructional program evaluation may be formative, summative, or "ex post facto." Although standardized testing is widespread, some evaluators use alternative methods to measure student attainment, such as standardized interviews, direct tests (reading and math demonstrations), and students' notes, art work, and other material. Others suggest using a program evaluation profile that reveals less tangible values. Community and school board input can significantly affect program evaluation, as four recent studies show. Although principals generally feel that evaluation benefits are minimal, superintendents tend to be more positive about program evaluation. The job of program evaluator is expanding from technical roles to political and advisory roles. In some innovative programs at the research and development stage, evaluators help identify goals and develop implementation strategies. Evaluators also translate policy questions developed by school boards and legislators into the more precise questions of program evaluation. In this new role, evaluators help fashion innovative programs with readily measurable features and become effective partners at all stages of program development. (Eight references) (MLH)

ED 324 433 CE 055 941

Robertson, David; Wareham, Jeff
CAW Canada, Willowdale (Ontario).
Technological Change in the Auto Industry. CAW Technology Project.
PUB DATE- Feb 87
NOTE- 58p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Dislocated Workers; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Foreign Countries; *Futures (of Society); Labor Education; Labor Needs; *Labor Relations; Modernization; Obsolescence; Postsecondary Education; Quality of Working Life; Science and Society; *Structural Unemployment; *Technological Advancement; Union Members; Unions; Work Attitudes; Work Environment
IDENTIFIERS- *Automobile Industry; Canada

Today the auto industry is going through the most radical restructuring it has experienced since its birth. Included in this upheaval is a dramatic reorganization of the workplace, and technology has been both a catalyst and a central part of such change. The issues involved touch every facet of workplace life: job classifications and demarcation lines; seniority rules and transfer rights; teamwork and production standards; health and safety and the work environment; new skills and the content of retraining; the erosion of bargaining units and the degree of supervision; relations among workers and relations between workers, their unions, and management. The study reported in this paper by the Canadian Auto Workers union used a survey, case studies, and roundtables at seven auto industry plants in Canada to define what is happening in the workplace in terms of technological change. Extensive use of quotations from these sources is made throughout the report. The report is composed of six chapters that cover the following issues: (1) the new technology; (2) disappearing jobs; (3) transformation of work; (4) the new management agenda; (5) labor and technological change; and (6) policy implications for labor. Definitions of technical terms are provided. (KC)

ED 324 508 CE 056 065

Loose, Gert; And Others
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Vocational Education in Transition: A Seven-Country Study of Curricula for Lifelong Vocational Learning. UIE Case Studies 8.
PUB DATE- 88
NOTE- 427p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; *Career Development; Career Guidance; Curriculum; *Educational Philosophy; *Educational Practices; Education Work Relationship; *Foreign Countries; *Lifelong Learning; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Germany; Netherlands; Poland; Sri Lanke; Tanzania; United States; Venezuela

This study compares vocational education programs in seven countries in order to evaluate the different elements of a comprehensive approach to education for work that reaches beyond isolated skill training. Despite their divergence in scope and intention, a common feature of these programs is that they endorse the approach of lifelong vocational development. The study's hypothesis is that effective education for work has to be based on a comprehensive approach to a meaningful articulation of these different specifications of learning experiences. Following a synthesis by Gert Loose, the report contains the following chapters: "Nonformal Vocational Training in Venezuela" (Fuenzalida et al.); "Hibernia School: Analysis of an Integrated Curriculum Embracing Vocational Development" (Heyder, Schneider); "Vocational Development through the Education Programme of the Sarvodaya Shramadana Movement in Sri Lanka" (Perera); "Analysis of School and Out-of-School Education for Vocational Development in the Perspective of Lifelong Education in Poland" (Nowacki); "In-School and Out-of-School Curricula for Vocational Development in Tanzania" (Athumani); "Using Career Guidance to Support Career Development: The Career Planning Support System (CPSS) as an Illustrative Innovation" (Miller, Campbell); and "Learning by Participation: A Renewal Project in the Dutch Education System" (van Donk). Each case study is preceded by a description of its profile, aspects of cross-national transferability, and distinctive features by Loose. Most chapters include tables, figures, and a bibliography. (KC)

ED 324 523 CE 056 113

Moore, Debra M.; Pershing, James A.
Indiana Univ., Bloomington. Vocational Education Services.
Answering the Demands of a New Workplace: Using Competency-Based Vocational Education To Prepare Workers. A VES Briefing Paper.
SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Competency Based Education; *Curriculum Development; Secondary Education; State Programs; Student Motivation; Task Analysis; *Vocational Education
IDENTIFIERS- Indiana

Common elements of definitions of competency-based vocational education (CBVE) are: (1) CBVE is an instructional process; (2) students must develop competencies; (3) competency includes skill, knowledge, and attitudes; and (4) the outcome is successful job performance. Advantages of CBVE include: (1) students' awareness of what is expected of them through use of performance objectives; (2) student involvement in the learning process by informing them of expectations; (3) enhanced student motivation through use of a variety of learning activities; (4) greater flexibility due to the individualized and self-paced approach; (5) accommodation of student differences through pacing and individualization; and (6) increased accountability for all involved. Disadvantages are initial time investment required of teachers and effort required to gain administrator and parent acceptance. Popular models for developing CBVE materials are the three methods of task analysis recognized by the Illinois CBVE Project (small group, research, and job observation), DACUM or Developing a Curriculum, and the Vocational-Technical Consortium of States (V-TECS). State initiatives relating to CBVE in Indiana are being undertaken by the Indiana Commission on Vocational and Technical Education, the Indiana Department of Education, the Commission on Higher Education, and the Indiana Department of Employment and Training Services. Several secondary vocational programs also have CBVE curricula in place. (Eleven endnotes are provided.) (YLB)

ED 324 539 CE 056 179

Swedish Inst., Stockholm.
Swedish Labor Market Policy. Fact Sheets on Sweden.
PUB DATE- Oct 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Patterns; Employment Problems; Foreign Countries; Labor Conditions; *Labor Economics; *Labor Force; *Labor Market; Labor Supply; *Public Policy; Quality of Working Life; *Unemployment
IDENTIFIERS- *Sweden

This paper contains an overview of labor market policy in Sweden. It refers to job placement services and other more or less selective measures to improve opportunities for people to obtain and retain a job. The paper first examines the objectives of labor market policies since the 1950s, then it highlights such labor market trends as the increase in unemployment from the 1960s to the 1980s, slow economic growth, and the increasing number of unemployed young people. The next section explains the structure of the Labor Market Administration. It is followed by a discussion of types of labor market policy measures, such as matching measures, measures to influence labor supply, and measures to influece labor demand. The final two sections examine regional development aid and cash benefits to the unemployed. (KC)

ED 324 556 CE 056 202

Cook, D. J.
Further Education Staff Coll., Blagdon (England).
Alternative Management Structures--A Cautious Approach. Information Bank Working Paper Number 2579.
PUB DATE- Jun 88
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; *College Administration; College Faculty; College Planning; College Role; *Faculty College Relationship; Foreign Countries; *Governance; Higher Education; Institutional Characteristics; *Matrices; Participative Decision Making; *Policy Formation; Vocational Education
IDENTIFIERS- England

In order for a college to thrive in the education/training situation likely to prevail in the 1990s, it may need to move from its existing management structure--which is probably hierarchical--to an alternative management structure. A hierarchical structure has some strengths, such as a clear delineation of responsibilities, the division of work into defined areas, division of the organization into manageable units, and senior manager controls. However, there are inherent weaknesses in the hierarchical structure, such as lack of flexibility, lack of communication, tendency of communication that does occur to be top-down, and lack of innovation. Some organizations can simply modify the existing management structure. However, if the structure will not allow the college to achieve its mission/purpose/plan, it is time to look at alternative structures. If the college is ready for change, there are a range of alternatives that are usually described by the term "matrix." In a matrix structure, control is separated between product management and function management. Various matrix models include the collegial model, the star model, and the autonomous model. (Guidelines are offered for introducing and implementing a matrix management structure.) (KC)

ED 324 572 CG 022 826

Dougherty, John W.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Effective Programs for At-Risk Adolescents. Fastback 308.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Grade 6; *High Risk Students; Intermediate Grades; Junior High Schools; *Junior High School Students; Parent School Relationship; Parent Student Relationship; Prevention; Program Effectiveness; *School Counseling; *Self Esteem; *Transitional Programs

Students considered at-risk are defined as students who lack a sense of identity, personal connectedness, and personal power. Another characteristic of at-risk students is the role parents play or fail to play in the at-risk behavior. A case is made for all students being at risk at some point in their lives. Four programs were designed and implemented to help at-risk and marginal students at one junior high school. The four programs include the OK Club, the Quest for Success Skills Program, the I-CANN (Individualized Course Alternative, Now or Never), and the Student Assistance Council. The OK Club is designed to build self-esteem and to provide after school-support and requires a strong parental component. The Quest for Success Skills Program is a transition program which prepares at risk sixth-graders for junior high school. The I-CANN Program provides counseling, development of self-esteem, and a hands-on curriculum. It also has a strong parental component. The Student Assistance Council involves a staff team that assesses the needs of at-risk students and recommends actions to address those needs. A successful program must begin with an attitude of caring. This caring attitude must be reflected by the total school staff toward every student and his or her family. (ABL)

ED 324 735 CS 507 314

Brenders, David A.
Some Perplexities of Relational Power.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Memphis, TN, April 8-10, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Communication Research; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Persuasive Discourse; *Power Structure
IDENTIFIERS- Communication Strategies; Interpersonal Influence Process; *Power Strategies

This paper advances a relational approach to interpersonal power or social control. Drawing from the work of the Palo Alto group and further elaborations on this work made by S. R. Strong and C. D. Claiborn (1982), the paper outlines the coactive features of interpersonal control and stresses the relevance of these insights for the teaching of interpersonal persuasion. From the usual one-way view of power and influence, the analysis reveals some of the more counterintuitive or perplexing aspects of interpersonal control. The paper also highlights how mistaken notions of interpersonal control can lead to negative consequences. Specifically, it discusses how the assumption that power and control can be unilaterally exercised leads to a particular class of interpersonal pitfalls, and how the myth of unilateral control creates misguided or paradoxical forms of relationships. The paper identifies and discusses some of these misguided control strategies. (Twenty-eight references are attached.) (Author/SR)

ED 324 782 EA 022 310

Walker, Billy D.
Texas Center for Educational Research, Austin.

Equity in Texas Public School Finance: Some Historical Perspectives.

PUB DATE- Feb 88
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Economics; *Educational Equity (Finance); *Educational Finance; Educational History; Elementary Secondary Education; Equal Education; Finance Reform; Outcomes of Education; *Public Schools; Resource Allocation; School Effectiveness; *State Courts; *State Legislation
IDENTIFIERS- *Texas

The history of equity concerns in Texas public school finance, spanning over a century, is reviewed in this report. Three issues related to three reform eras are discussed: equitable availability of public schooling, equal resources for schools, and school effectiveness. State responses to the issues included equalization of opportunities in rural districts, implementation of the foundation program concept, and legislative action. The most recent challenge to the school finance system--a state district court's declaration of the system's unconstitutionality in 1987--has generated research on alternative financial policies and theoretical models. (64 references) (LMI)

ED 324 799 EA 022 328

Drazen, Shelley
Equity in School District Finances and Chapter 1 Programs.
PUB DATE- Feb 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Compensation (Remuneration); *Educational Equity (Finance); Educational Finance; Educational Needs; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; Federal Aid; Federal Programs; Financial Needs; Financial Policy; *Fiscal Capacity; Low Income; Multiple Regression Analysis; Poverty; Resource Allocation; School Districts; School District Size; *School District Spending; School Statistics; State Aid
IDENTIFIERS- *New York; *Vermont

The extent and effects of inequities in Chapter 1 compensatory funding and the relationships between demographic, financial, and educational variables and state and local Chapter 1 policies are investigated. Multiple regression analysis is used to determine the relationships among dependent variables, which include expenditures and number of participants, and independent variables, which include poverty rate, district size, urbanicity, district revenues per enrolled student, educational need, and educational cost factors. Data sources include the federal Chapter 1 database, national Census Bureau information, and New York and Vermont Department of Education records. Findings indicate that characteristics of Chapter 1 programs can be predicted by certain district financial and demographic information, such as poverty, size, and federal Chapter 1 allocations. However, the finding that high poverty districts tend to implement smaller, more expensive programs argues for the consideration of economies of scale and cost factors. Lack of federal funds prevents poor districts from exercising choice and size of programs. A recommendation is made for the acquisition of alternative funding or the alteration of federal and state distribution requirements. Nine statistical tables are included. (17 references) (LMI)

ED 324 448 CE 055 965

Distributive Industries Training Trust, Herts (England).; Further
Education Unit, London (England).
Information Technology for Distributive Organisations. Consultancy
and Training Provision for Smaller Businesses.
PUB DATE- 90
NOTE- 113p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)
DESCRIPTORS- Continuing Education; *Distributive Education;
Education Work Relationship; Foreign Countries; *Information
Technology; Postsecondary Education; Retailing; School Business
Relationship; *Small Businesses
IDENTIFIERS- *United Kingdom

This document describes a project designed to identify a role for continuing education colleges in Great Britain in supporting the growing application of information technology (IT) in the distributive trades, with particular reference to businesses with fewer than 50 employees. Following an introduction, section 2 describes the questionnaires sent to small businesses, colleges, trade associations, and private training agencies and the seminar conducted to address the needs identified by the questionnaire. Section 3 highlights the areas where planning and support are most needed in any program of short courses. Section 4 describes a program and materials for a theoretical short course that can serve as a model for designing such a course for a given market. Appropriate learning materials are contained in section 5 and additional assignments are in section 6. The questionnaires appear in appendices 1 and 2. Other appendices contain descriptions and/or lists of alternative funding sources, software and hardware options, suggested periodicals, 11 references, and addresses and phone numbers of organizations that may act as resources. (CML)

ED 324 479 CE 056 009

McMahon, Joan L.
Northampton County Area Community Coll., Bethlehem, Pa.

Math/Measurement Literacy for Upgrading Skills of Industrial Hourly Workers. Final Report.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 31 Aug 90
NOTE- 35p.; For a related teacher's manual, see CE 056 010.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Curriculum Development; *Industrial Personnel; Literacy Education; *Mathematics Instruction; *Mathematics Skills; Measurement; Skill Development
IDENTIFIERS- 353 Project; *Workplace Literacy

Numeracy training was provided for employees of two Lehigh Valley (Pennsylvania) manufacturers. The curriculum was designed with a heavy emphasis on basic operation. Ten students began the course; seven completed it successfully. Unit tests evaluated each student's understanding of the material. Three students passed Qualifying Tests successfully; other students were prepared for electronics training. (Project materials, including student profiles, correspondence, and a listing of 16 references, are appended.) (YLB)

ED 324 587 CG 022 843

Volkan, Kevin
Health Conception and Health-Promoting Lifestyle among Older Adults: The Validation of a Structural Equation Model.
SPONS. AGENCY- National Center for Nursing Research (NIH), Bethesda, MD.
PUB DATE- 8 Apr 90
NOTE- 26p.; Paper presented at the Meeting of the American Society on Aging (36th, San Francisco, CA, April 5-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Aging (Individuals); Client Characteristics (Human Services); Educational Gerontology; *Health Education; *Health Promotion; Hygiene; Models; *Older Adults; *Self Care Skills
IDENTIFIERS- Older Adult Project

Using data from the Older Adult Project within the Health Promotion Research Program at Northern Illinois University, this study examined four dimensions of health conception and their relationship to six dimensions of health-promoting lifestyle in a population of older adults (n=364). A battery of instruments was administred to all subjects to measure health conception, health-promoting lifestyle, importance of health, perceived control of health, perceived health status, perceived benefits of exercise, perceived barriers to exercise; demographic information was also obtained. Using these data, an analysis of covariance was conducted to compare the goodness of fit of two alternate models of the relationship between health conception and health-promoting lifestyle derived from the literature. Model A hypothesized strength of health conception as the single underlying dimension progressively related to the four health conception scales (eudaimonistic, adaptive, role performance, and clinical); Model B suggested that the adaptive and eudamonistic health conception variables were strongly related to one another. Results of the analysis suggest that Model B was best fitted to the data. A discussion of these findings and their implications ensues, and recommendations for further research for are made. References are included and structural equation charts of the two models under investigation are appended. (TE)

ED 324 603 CG 022 859

Dressel, Fred B.
Student Personnel Books Master's Degree Students Should Be Reading.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Graduate Students; Higher Education; *Masters Programs; *Reading Materials; Scholarly Journals; *Student Personnel Services; *Textbooks

This study was conducted to identify those books in the discipline of student personnel and in fields of study closely related to student personnel which Chief Student Affairs Officers (CSAOs) and heads of student personnel preparation programs listed as being most important for students in master's degree programs to read. Questionnaires were completed by 58 heads of preparation programs and 45 CSAOs. For the heads of preparation programs, the book chosen most often, "Student Services: A Handbook for the Profession," was selected by 30 of the respondents (50.85%). Only 3 books were chosen by 20 percent or more of the this group of respondents, who collectively named 44 different books. "Student Services: A Handbook for the Profession" was also the book most often chosen by CSAOs. Again, only three books were chosen by 20 per cent or more of the CSAOs and a total of 43 books were chosen by this group. By all respondents put together (a total of 103) 64 different books were chosen. Except for the "Student Services" book there appeared to be a great variety of opinions concerning the student personnel books which the profession believed master's degree students in student personnel should read. This diversity occurred not only between heads of preparation programs and CSAOs, where the differences may be accounted for by the diversity between theory and practice, but also within each of these groups. (NB)

ED 324 619 CG 022 881

Belson, Beverly; Stamatakos, Louis C.
American Coll. Personnel Association, Washington, D.C.
The Student Affairs Profession: A Selective Bibliography. Revised Edition. ACPA Media Publication No. 46.
PUB DATE- 88
NOTE- 182p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) l
DESCRIPTORS- College Faculty; *College Students; Graduate Students; Higher Education; *Student Personnel Services

This bibliography contains a resource guide for persons working with students in postsecondary institutions. Selections related to historical perspectives and philosophical foundations are from materials written over more than 40 years. Entries primarily concerned with programmatic planning, organization, and administration have come predominantly from the 1970s and 1980s. A brief introduction to the bibliography recommends that readers review: (1) basic texts (a list is appended); (2) periodicals (a list is appended); and (3) five major subject headings (History of the Profession, Philosophical Foundations, Ethical Standards, Professional Organizations, and Preparation of Professionals). Books, monographs, and journal articles contained in the remaining 37 subject headings are classified according to the predominant tendency of the publication and the authors' intention. Suggested cross index subject headings are included at the end of each subject category. Subject headings include: Academic Advising, Activism on Campus, Activity Programming, Administration/Organization, Admissions, Adult Students, Alumni Affairs, Athletics and Intramurals, Budget and Finance, Career Development, Collective Bargaining, Community/Junior Colleges, Commuter Students, Computer Applications, Counseling Issues, Financial Aid, Fraternal Groups, Gay Students, Governance, Health Services, Housing, International Students, Legal Issues, Media Advisement, Minority Concerns, Orientation, Placement, Records, Religious Affairs, Research and Evaluation, Rights/Responsibilities/Freedoms, Security, The Student: Developmental Theories and Environmental Influences, Substance Abuse, Unions and Campus Centers, Veterans Programs, and Women in Higher Education. (NB)

ED 324 669 CS 212 513

DuVal, Carole L.

A Creative Thinking Approach to Developing a Guide to Practical and Effective Methods of Evaluating Student Writing Assignments.

PUB DATE- Jul 90

NOTE- 63p.; M.S. Practicum, Nova University. Some supplementary material may not reproduce clearly.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- English Instruction; Evaluation Methods; High Schools; Public Schools; *Quality Circles; Secondary School Teachers; *Teacher Developed Materials; *Teacher Effectiveness; *Teacher Response; Writing (Composition); *Writing Evaluation; Writing Skills

IDENTIFIERS- *English Teachers; Florida; Teacher Surveys

This practicum implemented a quality circle approach with the English faculty of a large public high school to devise and synthesize practical methods of evaluating student writing into a collection or handbook. The target group, 14 English instructors who indicated on a pre-practicum survey various degrees of frustration with their school's attempt to meet the state guidelines for student writing evaluation, met at least one hour every week for a 10-week implementation period to create an Operation Relief handbook under the guidance of the quality circle coordinator. The group's tasks involved providing input about needs and effective methods; evaluating the components of the guide concerning clarity, conciseness, appropriateness, and flexibility; and rating the effectiveness of the collection as a means of reducing frustration. Based on the creation and dissemination of the handbook as well as the responses to during- and post-practicum surveys, results indicated a significant decrease in the level of frustration by the English teachers. These findings provided significant information on the need for teacher input regarding problem solutions. (Seven figures of data are included; 7 appendixes containing state guidelines, surveys, and assessment instruments are attached.) (KEH)

ED 324 685 CS 212 539

Norris, Dolores J.
Improve Quantity and Quality of Student Writing through the Implementation of Telecommunications and Process Writing Activities between Fifth and Sixth Grade Students.
PUB DATE- Aug 90
NOTE- 50p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Audience Awareness; *Computer Networks; *Electronic Mail; Grade 5; Grade 6; Intermediate Grades; Junior High Schools; *Word Processing; *Writing Improvement; *Writing Instruction; Writing Laboratories; *Writing Processes
IDENTIFIERS- *Process Approach (Writing)

A writing program was developed and implemented, using available technology, to increase the quality and the quantity of written communication of three heterogeneously grouped classes of fifth graders. The students learned to use the word processor, Magic Slate II, for process writing assignments. A modem, Supra Modem 2400, and Proterm software were used to initiate electronic dialogs between the target group of fifth-grade students at an elementary school and the sixth-grade students at a junior high school 25 miles away. The students utilized the international news programs of the Cable News Network as a stimulus for their interaction. Results indicated increased levels of achievement in students' communication and writing skills. Findings suggest that the utilization of technology and an active audience had a positive impact on the writing process. (Six appendixes, containing a teacher survey, student survey, writing scores, concept units, student final survey, and student survey results are attached.) (SR)

ED 324 702 CS 212 562

Gamoran, Adam
National Center on Effective Secondary Schools, Madison, WI.

Access to Excellence: Assignment to Honors English Classes in the Transition from Middle to High School.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Sociological Association (Washington, D.C., August 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; Educational Mobility; Educational Research; *English Instruction; *Grouping (Instructional Purposes); *Honors Curriculum; Public Schools; Secondary Education; *Student Placement; Track System (Education)

A study examined the processes and criteria of assignment to honors English classes in the context of the transition from middle to high school. Five midwestern school districts--four public school districts and one Catholic diocese--participated in the study. Data consisted of interviews with school staff, school records, and student survey questionnaires. Results indicated that although student performance affected placement in all districts, four of the five relied heavily on past ability-group placements in assigning students for ninth-grade English. This practice tends to limit opportunities for upward mobility for students outside the honors level. Results also indicated that although students and parents have formal control over the assignment process, only one district showed any evidence of this control being exercised. (Four tables of data and 3 notes are included; 36 references are attached.) (Author/RS)

ED 324 816 EA 022 355

Gottfredson, Gary D.; Gottfredson, Denise C.
Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Achieving School Improvement through School District Restructuring. Report No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; Accountability; Dropouts; •Educational Development; Educational Innovation; Educational Planning; •Effective Schools Research; Elementary Secondary Education; Grade Repetition; Organizational Objectives; Outcomes of Education; Program Evaluation; •School District Reorganization
IDENTIFIERS- •Charleston County School District SC

The application of rational methods to improve student outcomes in a school district is described. Issues in school reform development are addressed, followed by a description of a restructuring program implemented in the Charleston County (South Carolina) School District to reduce grade retention and the dropout rate. The program was evaluated by demographic and test score data, interviews with a cross-section of school district staff, and application of the Program Development Evaluation (PDE). The final section summarizes recent applications of system development methods to the dropout problem. Twelve figures and two tables illustrate the text. (23 references) (LMI)

ED 324 833   EC 231 835

Carnine, Douglas W.
Oregon Univ., Eugene. Coll. of Education.
Computer Assisted Instruction in Higher Order Skills for Mildly Handicapped Students: Programmatic Research on Design Principles. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 1 Oct 87
NOTE- 142p.; Numerous poorly photocopied pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Drills (Practice); Educational Technology; *Instructional Design; Instructional Development; *Instructional Effectiveness; Learning Disabilities; *Mild Disabilities; Secondary Education; Simulation; Teacher Role; Tutorial Programs; Videodisks

This report summarizes a series of eight research studies related to the use of computer-assisted instruction (CAI) with mildly handicapped students at the junior high or high school level. Through videodisc and CAI the studies isolated the effects of the following design variables: (1) review cycles; (2) size of teaching sets; (3) explicit strategies; and (4) correction procedures. Studies involved three different kinds of CAI--drill and practice, tutorials, and simulations. Results indicated that properly designed CAI can be effective as an instructional medium if attention is paid to the academic task, the stage of instruction, and the role of the teacher. Detailed reports are presented in the form of preprints or reprints of journal articles with the following titles: "Applying Instructional Design Principles to CAI for Mildly Handicapped Students: Four Recently Conducted Studies" (John Woodward et al.); "Effects of Instructional Design Variables on Vocabulary Acquisition of LD Students: A Study of Computer-Assisted Instruction" (Gary Johnson et al.); "Elaborated Corrective Feedback and the Acquisition of Reasoning Skills: A Study of Computer-Assisted Instruction" (Maria Collins et al.); "Teaching Problem Solving through Computer Simulations" (John Woodward et al.); "The Effectiveness of Videodisc Instruction in Teaching Fractions to Learning-Disabled and Remedial High School Students" (Bernadette Kelly et al.); and "Closing the Performance Gap in Secondary Education" (John Woodward et al.). References accompany each paper. (DB)

ED 324 404 CE 054 977

Robinson, Rosemary; And Others
Scottish Council for Research in Education.
Perceptions of Effective Teaching Methods in Computer Studies. SCRE Project Report.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Jan 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Computer Literacy; *Computer Science Education; Data Processing; Educational Research; Experiential Learning; Foreign Countries; Information Processing; *Instructional Effectiveness; *Teacher Effectiveness; *Teaching Methods; Word Processing
IDENTIFIERS- Scotland

This study described teaching methods in use in computer studies classes, explored the reasons for their use, and explored perceptions of effectiveness. Four main research methods were used: semistructured interviews; observation of teaching; perusal of course documents; and informal collection of information by talking to students and tutors. One class studied had a slightly more formal approach--lectures supported by handouts and overhead projector slides followed by practical exercises for the students; the other had a less formal approach--brief talks interspersed with practical activities, self-selection of computing activities, and social activities. Students found plenty of hands-on experience backed up by individual support from tutors most effective. Four main dimensions of effectiveness for students were identified: effectiveness as learning about computing; effectiveness as an interest in computing; effectiveness as enjoyment of the course; and effectiveness as gaining self-awareness. Data suggested six subsidiary factors that influenced teaching effectiveness: guidance and continuous support; class composition; student isolation; tutor isolation; resources; and evaluation/assessment. (Nine references and descriptions of evening and day courses are appended.) (YLB)

ED 324 419 CE 055 865

Hall, Charles P., Jr.; Kuder, John M.
NFIB Foundation, Washington, DC.
Small Business and Health Care. Results of a Survey.
PUB DATE- 90
NOTE- 78p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Employer Attitudes; Entrepreneurship; *Fringe Benefits; *Health Care Costs; *Health Insurance; *Small Businesses; Surveys

A 1989 mail survey collected data regarding health insurance from 18,614 small business owners who were employer members of the National Federation of Independent Business. In all, 5,368 usable surveys were returned for a 29 percent response rate. Data were obtained on opinions about health care, health care markets, and general health policy; health insurance provided to part-time employees; and purchase of employee health insurance. Sixty-three percent of respondents reported sponsoring a health insurance plan to at least some employees. Respondents viewed the cost of health care and health insurance as a very important and vexing problem. Eighty-six percent agreed or strongly agreed that individuals have the primary responsibility for securing health insurance coverage. Over 62 percent believed that they could not pass on the cost of employee health insurance to customers in the form of higher prices. Reasons for wanting to provide employee health insurance were the beliefs that it would help attract better employees, it would improve employee morale, and their employees needed the benefit. Respondents rejected any type of government mandate to require employers to pay health insurance premiums. (The survey is appended.) (YLB)

ED 324 464 CE 055 988

Lewis, Anne; And Others
National Association of Broadcasters, Washington, D.C.
Focus on Literacy. Part 1: The Numbers Game. A National Association of Broadcasters On-Air Initiative.
SPONS. AGENCY- Diana Corp., Milwaukee, WI.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Broadcast Journalism; *Community Action; Community Involvement; Community Programs; Definitions; *Educational Needs; *Functional Literacy; High School Equivalency Programs; *Literacy Education; *Programing (Broadcast); Radio; Television

This booklet provides background information on literacy for television and radio broadcasters. It focuses first on the numbers of functionally illiterate persons in the United States and what those numbers mean. Central to understanding those numbers, as pointed out by the booklet, is the definition of illiteracy that is used, a definition that is changing. The guide then suggests local issues that can be defined and examined in a community, such as welfare reform and literacy, work force literacy, and family illiteracy. The guide then points out programming ideas on literacy that television and radio broadcasters can use, along with other general ideas. It also includes sources of additional information, sample public service announcements, and a sample editorial. (KC)

ED 324 495 CE 056 048

Dade County Public Schools, Miami, Fla.
Work Experience Program Handbook. Revised.
PUB DATE- 90
NOTE- 102p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Competence; Competency Based Education; Cooperative Education; Equipment; Field Trips; *Guidelines; Inservice Teacher Education; Models; On the Job Training; *Program Development; Program Evaluation; *Program Implementation; Public Relations; Secondary Education; State Programs; *State Standards; Student Evaluation; Teacher Certification; Vocational Education; Work Experience; *Work Experience Programs
IDENTIFIERS- *Dade County Public Schools FL

This handbook was prepared to assist work experience program teachers, school administrators, and others involved in the operation of a work experience program to meet Florida program standards and county guidelines of the Dade County Public Schools. The first sections of the guide outline program goals, objectives, and minimum student competencies to be attained in a grade 7-10 laboratory setting. The next sections of the guide cover the following: course ratio and supply allocation, teacher certification, program standards, program review, student selection, student scheduling, related instruction/on-the-job training, student evaluation, child labor responsibilities and requirements, safety, inservice meetings, calendar of events, public relations, field trip suggestions, approved buses, teaching reference, recommended equipment list, information work sheet, projected statistical report, directory of programs, and sample forms. (KC)

ED 324 540 CE 056 180

Swedish Inst., Stockholm.
Labor Relations in Sweden. Fact Sheets on Sweden.
PUB DATE- Jan 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Collective Bargaining; *Employer Employee Relationship; Employment Problems; Foreign Countries; *History; Immigrants; Labor Conditions; Labor Economics; Labor Force; *Labor Legislation; Labor Problems; *Labor Relations; Labor Supply; Quality of Working Life; *Unions
IDENTIFIERS- *Sweden

This paper presents an overview of labor relations in Sweden from the mid-19th century until the present. It begins with some basic facts about Swedish history, population, economy, and geography, then describes the historical background of labor union organization in the country. The paper then outlines the various types of trade unions in Sweden, as well as employer organizations. Collective bargaining, labor legislation, and employee participation in decision making at the workplace are addressed in the following three sections. A summary of recent immigration and immigration policies is then followed by the final section of the paper. This section highlights current issues of employment and labor relations, such as productivity, work-related injuries, and income tax reform. (KC)

ED 324 635 CS 010 254

International Reading Association, Newark, Del.

Contributor's Guide to Periodicals in Reading.

PUB DATE- Oct 90
NOTE- 31p.; Small print may affect legibility. For the 1989 edition, see ED 311 408.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Editors; Elementary Secondary Education; Higher Education; Information Sources; *Reading; Research Tools; *Scholarly Journals

The two lists in this 1990 guide contain basic information on almost 200 journals, newsletters, yearbooks, and magazines that consistently include materials about reading. The first list provides such information as: address; frequency of publication; type of publication; and circulation. The second list, presented as a matrix, provides information such as the audience addressed, types of material published, processes for obtaining, reviewing, and selecting articles for publication, and submission guidelines. (RS)

ED 324 651 CS 010 270

Stewart, Janice P.; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Implementing Early Literacy: Promising Success for All Kindergarten Children. Technical Report No. 517.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Instructional Effectiveness; Kindergarten Children; *Learning Processes; Mediation Theory; Primary Education; Reading Instruction; Reading Research; *Reading Skills; Structural Analysis (Linguistics); Writing Instruction; *Writing Skills
IDENTIFIERS- *Emergent Literacy; Mediation; Scaffolding; Zone of Proximal Development
A study demonstrated the viability of an instructional paradigm that identifies adult mediation within the zone of proximal development to be a significant factor in young children's learning. Six teachers participated during the first year and eight teachers during the second year. Complete data were collected for 200 kindergarten children. Research-practitioner-based components were created using results from previous kindergarten studies. Underlying each component was the recognition by the teachers that the following were integral to mediate and support children's learning: (1) structural analysis; (2) scaffolding; (3) mediation; and (4) modeling. Children in the project classes performed significantly better on the majority of reading and writing tasks administered at the end of kindergarten. Of particular importance was the children's performance on measures not specifically related to the treatment, indicating that a level of generalization had been achieved. (Two tables of data are included, and 27 references are attached.) (MG)

ED 324 719 CS 507 292

Aitken, Joan E.
Using Stephenson's Q-Methodology in Teaching Communication Theory.
PUB DATE- 2 Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Computers; Higher Education; *Instructional Effectiveness; Interpersonal Communication; Nonverbal Communication; *Q Methodology; Speech Communication; *Student Characteristics; *Student Research; *Teaching Methods; Thinking Skills; Undergraduate Students
IDENTIFIERS- Computer Anxiety; *Stephenson Q Methodology

A study examined how W. Stephenson's Q-methodology can be used as an instructional technique in teaching speech communication. The method was applied to an undergraduate communication theory class of 14 students who constructed, completed, and analyzed their own 59-item Q-sort about principles of communication theory. The process, which identified the "typical communicator" and the "nonverbal communicator," required that the students make choices about their values and feelings about communication theories and enabled them to compare their responses to those of their classmates. A second class developed a 44-statement Q-sort on computer apprehension that was administered to 63 people and that identified the "computer enthusiast," the "user skeptic," and the "talker," i.e., the way computers change communication among people. Results on course evaluations revealed that students considered the use of Q to be a valuable and interesting learning tool. Students indicated a strong sense of accomplishment in creating their own study in which they collected data, analyzed information, and evaluated results. (Three tables are included, student instructions are appended, and 39 references are attached.) (KEH)

ED 324 434 CE 055 942

Chome, Gesa, Ed.; Koditz, Volker, Ed.
European Centre for the Development of Vocational Training, Berlin (West Germany).
Vocational Guidance and Counselling: On the Way to "Euro-Counselling"?
PUB DATE- Sep 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Career Guidance; *Counseling; Counseling Services; Education Work Relationship; Foreign Countries; International Cooperation; International Education; International Programs; *Job Placement; Labor Market; Models; Vocational Education
IDENTIFIERS- *Europe

European cooperation in vocational counseling is today no longer a matter for specialists alone. Parents, teachers, and trainers are increasingly finding themselves confronted with young people considering the option of taking a traineeship or employment abroad. The counseling available in such cases, however, is often still inadequate. A large number of obstacles on the path toward the "Euro-conseiller," the European counselor, have already been removed, but there are still many hurdles to cross. It is not merely a matter of the national vocational counseling services having the explicit desire to cooperate. Much also depends on the awareness of a "European labour market" and the demand for "European" vocational counseling from parents, teachers, trainers, and all the other persons engaged in some way in initial and continuing training. Recomendations made in 1986 were mainly concerned with the formal framework for institutionalized cooperation. In 1990, it is recommended that projects, studies, and conferences on themes of shared interest be supported. Topics proposed included the following: the structures and operating models of counseling services and their respective advantages and disadvantages; the use of electronic data processing; the establishment of an information system on vocational counseling issues; and the establishment of transnational counseling and placement systems and the preparation of printed counseling documentation based on an analysis of pilot projects in border regions. (CML)

ED 324 480 CE 056 010

McMahon, Joan L.
Northampton County Area Community Coll., Bethlehem, Pa.
Math/Measurement Literacy for Upgrading Skills of Industrial Hourly Workers. Math Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 31 Aug 90
NOTE- 282p.; For a related document, see CE 056 009. Cover title varies slightly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Behavioral Objectives; *Computer Literacy; Curriculum Guides; *Industrial Personnel; Learning Activities; Literacy Education; *Mathematics Instruction; *Mathematics Skills; Measurement; Skill Development; Teaching Methods
IDENTIFIERS- 353 Project; *Numeracy; *Workplace Literacy

This manual contains materials for a numeracy course for adult industrial workers. In addition to assessment tests, seven units are provided. Unit topics are whole numbers; fractions; decimals; percents, median, and range; measurement and signed numbers; ratio/proportion and introduction to algebra; and computer literacy using algebra software. Materials within each unit include objectives, dictionary (words and definitions), some explanation, drill sheets (exercises), and a unit review. Unit tests are included. A final section of the manual contains suggested instructional strategies for each unit and some general suggestions for using the manual. (YLB)

ED 324 557 CG 022 811

Lamborn, Susie D.; And Others
National Center on Effective Secondary Schools, Madison, WI.
Patterns of Competence and Adjustment among Adolescents from Authoritative, Authoritarian, Indulgent, and Neglectful Families.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- 20 Jun 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; Adolescent Development; *Adolescents; Behavior Problems; *Discipline; High Schools; *High School Students; *Parent Attitudes; *Parent Child Relationship; Stress Variables; *Student Attitudes
IDENTIFIERS- *Parenting Style

To test Maccoby and Martin's (1983) revision of Baumrind's conceptual framework, the families of approximately 4,100 14- to 18-year-olds were classified into one of 4 groups (authoritative, authoritarian, indulgent, or neglectful) on the basis of the adolescents' ratings of their parents on 2 dimensions: acceptance/involvement and firm control. The youngsters were then contrasted along four sets of outcomes: psychosocial development, school achievement, internalized distress, and problem behavior. Results indicated that adolescents raised in authoritative homes scored highest on measures of psychosocial competence and lowest on measures of psychological and behavioral dysfunction; the reverse was true for adolescents raised in neglectful homes. Adolescents raised in authoritarian homes scored reasonably well on measures indexing obedience and conformity to the standards of adults but had relatively poorer self-conceptions than other youngsters. In contrast, adolescents from indulgent homes evidenced a strong sense of self-confidence, but reported a higher frequency of substance abuse and school misconduct and were less engaged in school. The findings suggest that Maccoby and Martin's four-fold classification scheme provides a workable empirical framework for those interested in the study of adolscent socialization. More important, the results illustrate the need to distinguish between two types of "permissive" families: those that are indulgent and those that are neglectful. (Author)

ED 324 573   CG 022 827

Kelly, Evelyn B.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Dealing with Death: A Strategy for Tragedy. Fastback 306.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Death; Elementary Secondary Education; *Grief; School Community Relationship; *School Counseling; School Role; Teacher Student Relationship; *Tragedy

The intent of this fastback is to give school personnel a strategy for dealing with tragedy affecting their students. approach to dealing with tragedy in a school situation. The approach includes getting accurate information, informing appropriate personnel, procuring counseling and educational materials, involving various parents, and dealing with the media. Next discussed is a staff peer conference to allow staff to talk through their own grief. A section on dealing with death at different age levels gives teacher suggestions for helping students who are dealing with death at the preoperational, concrete operational, and the formal operational stages. Following this, physiological and behavioral responses of bereaved students after their return to school are discussed. The technique of "active listening" is recommended for helping the grieving student. This technique involves reflecting with the student on the death, being aware of the student's cognitive level, responding in a timely fashion, giving honest responses, and providing emotional support. The document concludes that with the knowledge and skills learned in a well-planned inservice program, teachers will be prepared to help their students in a sensitive and compassionate manner. (ABL)

ED 324 736   CS 507 319

Morreale, Sherwyn; And Others

Developing Undergraduate Oral Communication Competency: The Center for Excellence in Oral Communication.

PUB DATE- Nov 90
NOTE- 42p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; Higher Education; Needs Assessment; *Program Development; Program Implementation; *Speech Communication; Undergraduate Students
IDENTIFIERS- *Communication Competencies; *Speech Communication Education; University of Colorado Colorado Springs

Considering the acknowledged importance of oral communication competency and the intense interest of communication scholars in terms of its definition, conceptualization, and assessment, a need now exists to systematically apply the communication competency construct to instruction of the university undergraduate. This paper outlines the theoretical framework and formative steps guiding the establishment of the Center for Excellence in Oral Communication at the University of Colorado at Colorado Springs. Funded as a part of a two million dollar Title III Strengthening Institutions grant project, the new Center's academic programs began in fall semester, 1990. The Center's primary goals are to develop, deliver, and assess academic programs related to the enhancement of the oral communication competence of undergraduate students. Included in the discussion is a description of the theoretical underpinnings and methodological approaches taken by the Center to needs assessment, program development, and instrument development. Underlying all of these academic efforts are the insights and concepts regarding communication competency that have evolved within the communication discipline over the last 20 years. (Four tables of data are included, and 35 references are attached. Appendixes include: faculty needs assessment survey instrument, student needs assessment questionnaire, speech and thought curriculum course objectives and criteria, "The Competent Speaker" evaluation form, and "The Competent Speaker" evaluation criteria.) (Author/MG)

ED 324 751 EA 022 255

Clark, Catherine P.
Linking Educational Finance Reform and Educational Technology in Texas.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Education Finance Association (Las Vegas, NV, March 15-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Data Processing; Disadvantaged Youth; *Educational Equity (Finance); *Educational Finance; *Educational Policy; *Educational Technology; Elementary Secondary Education; Equalization Aid; Expenditure per Student; *Finance Reform; *Financial Policy; Fiscal Capacity; Information Networks; Minority Groups; Resource Allocation; School Demography; School District Spending; *State Aid; State Boards of Education; State School District Relationship; Technological Advancement; Telecommunications
IDENTIFIERS- *Texas

Texas school district fiscal response to a state-level call for increased emphasis on technology is examined. The response, in this instance, is budgeted expenditures on a per-student basis on computing and data processing for the 1988-89 school year. Response is investigated as a function of district characteristics such as wealth per student, size, and operating costs per student, and also as a function of student demographics. The report presents an analysis of school district budget reports for the 1988-89 school year from a state-wide public education data system and concludes that fiscal equity may be achieved at the state level if reforms are built into the current system. However, additional technology-directed dollars may not reach districts with the greatest technological needs. A categorical program of technology financing would be likely to reduce equity, especially if funding is directed to districts with substantial high-risk student populations. A recommendation is made for a balanced approach that includes equalized resources, block grants, and pilot project funds. Five statistical tables are included. (18 references) (LMI)

ED 324 767 EA 022 289

Baas, Alan
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Background Checks on School Personnel. ERIC Digest Series EA 55.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; Child Abuse; Elementary Secondary Education; *Legal Responsibility; Libel and Slander; *Moral Values; *Personnel Selection; *School Districts; Sexual Abuse; *Teacher Background
IDENTIFIERS- ERIC Digests
Although it is relatively simple to check on applicants' basic professional competency, ensuring the moral competency of potential school employees is much more difficult. This digest examines major legal issues, district liabilities and responsibilities, suggested guidelines, and information sources involving employee background checks. Of more than 230,000 cases of child abuse in 1984, only about 200 involved school employees. Many lawmakers and educators favor applicant privacy rights, while others point to the potential for harmful behaviors besides child abuse. District size seems a major determinant of schools' screening practices. Whereas smaller districts rely more on references and informal sources, larger systems tend to use bureaucratized procedures and allow employees to start working before all checking is concluded. "Wrongful discharge" is also a major issue. Background checks are subject to twin problems: "saying too much" (risking defamation charges) and "asking too little" (risking a negligent hiring charge). Many states have mandatory FBI checks; some require fingerprint checks of all school applicants. Districts can also check local police records and state registries of known child abusers and must use careful documentation. The American Association of School Administrators and the National Association of State Boards of Education have prepared some helpful guidelines. The Teacher Identification Clearinghouse and a comprehensive handbook, "The Guide to Background Investigation" (Richard Long, 1989) are suggested resources. (Five references) (MLH)

ED 324 783 EA 022 311

Toenjes, Laurence A.
Texas Center for Educational Research, Austin.
Dropout Rates in Texas School Districts: Influences of School Size and Ethnic Group.
PUB DATE- Aug 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Anglo Americans; Blacks; *Cohort Analysis; Dropout Characteristics; *Dropout Rate; *Dropouts; *Ethnic Groups; Hispanic Americans; Potential Dropouts; Predictive Measurement; School Districts; *School District Size; *School Size; Secondary Education
IDENTIFIERS- *Texas

Longitudinal dropout rates (LDR's) for public school students and LDR's of pupil membership by ethnic group based on two Texas Education Agency reports are estimated. LDR's are calculated for the state, by school district size, for the 21 largest districts, and by average high school size. Findings dispel the prevalent perception of the dropout problem as primarily a nonwhite problem. The dropout problem, extremely serious among all ethnic groups in large urban districts, may be the most serious among white students in these districts. A second conclusion is that school size is a strong factor in determining degree of dropout risk, and that smaller schools are more conducive to student retention. The recommendation is made for multidimensional analysis of aggregate data. Six figures are included in the text. (15 references) (LMI)

ED 324 449 CE 055 966

Hawaii Univ., Manoa. Coll. of Education.

The Skills Enhancement Literacy Project of Hawaii. Final Program Model. Final Performance Report. Final Evaluation Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Sep 90
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cooperative Programs; Education Work Relationship; English (Second Language); *Entry Workers; Ethnic Groups; *Hospitality Occupations; *Literacy Education; Outcomes of Education; Program Effectiveness; Program Implementation; *School Business Relationship; Second Language Instruction
IDENTIFIERS- *Hawaii; Sheraton Hotels; *Workplace Literacy

The Skills Enhancement Literacy Project of Hawaii (SELPH) was a demonstration workplace literacy partnership between the College of Education, University of Hawaii-Manoa and the ITT Sheraton Hotels. Four Sheraton Hotels in Waikiki participated in the project. The program was planned, staff and volunteers were recruited, and marketing strategies were employed to recruit and retain students. Classes were scheduled during working hours to accommodate employees. The program featured individualized programs of instruction; practical and job-related materials; in-house training, instructors, and tutors; flexible scheduling, open entry/open exit; and confidentiality. A total of 338 employees participated in the program, most from entry-level positions, and most nonnative English speakers. Project outcomes included improvement in attitude and job performance, increase in advancement opportunities, and improvement in literacy skills, especially speaking skills and job-related skills. Evaluation of the program showed that it met original objectives of literacy improvement, although gains in reading and writing were small. It also demonstrated the feasibility of partnerships between universities and businesses. In a discussion of problems and recommendations, suggestions were made to involve unions in future partnerships, to avoid project staff turnover, and to keep all classes small. (KC)

ED 324 509 CE 056 080

Anderson, Richard T.
Strategies to Facilitate Change in Higher Education. The Integration of Academic and Vocational Education.
PUB DATE- Sep 90
NOTE- 17p.; Paper presented at the Joint Soviet-American Symposium, "Modern Teaching/Learning Technologies in Professional Education" (1st, Anapa, USSR, September 8-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Curriculum Development; *Educational Improvement; Educational Innovation; Educational Practices; *Integrated Curriculum; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- DACUM Process; Waukesha County Technical College WI

Traditionally, education has been compartmentalized into academic subjects removed from everyday life, and education has been built on blocks going from the concrete to the abstract. However, humans often do not learn in that linear mode, and if they are to be prepared for the work world of the 1990s and beyond, they need a different model. Academic and vocational education must be integrated. Eight models for integrating vocational and academic education can be identified: (1) incorporating academic competencies into vocational courses; (2) combining academic and vocational teachers to incorporate academic competencies into vocational courses; (3) making the academic curriculum more vocationally relevant; (4) modifying the alignment of both academic and vocational education and curricula; (5) the Academy model; (6) replacing conventional departments with occupational clusters; (7) single-occupation high schools; and (8) electing career paths or occupational majors. The impact of any of these models will require changes in how colleges are now organized, and additional resources to develop materials and staff will be required. The integration of academic and vocational education, however, should not be viewed as the end in itself, but rather as a tool to be used to help increase the quality of education. The Developing a Curriculum (DACUM) process has been used by Waukesha County Technical College (Wisconsin) to develop programs and integrate academic and vocational education. (KC)

ED 324 524 CE 056 114

Swift, Clint; Pershing, James A.
Indiana Univ., Bloomington. Vocational Education Services.

The Bottom Line: Business and Education Partnerships. A VES Briefing Paper.

SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Corporate Support; *Incentives; *Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Partnerships in Education

This paper contains some impressions regarding financial incentives for business-education partnerships. The first topic is the potential for federal tax deductions. A proposed net tax credit plan that was not adopted, the principle of charitable tax deductions for corporate gifts, and an education tax break bill are discussed. The next topic is job training. Cash reimbursement to companies under on-the-job training programs, company purchase of training from secondary and postsecondary schools, and an off-site employment office run by federal funds are considered. Corporate and foundation giving is examined in the next section. Legislation in Indiana and Illinois that acts as a financial incentive is briefly described. The lack of any such legislation in Ohio is then addressed. (YLB)

ED 324 588   CG 022 844

Petrow, Steven, Ed.; And Others
California Univ., San Francisco. Inst. for Health Policy Studies.; San Francisco AIDS Foundation, CA.
Ending the HIV Epidemic: Community Strategies in Disease and Health Promotion.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 90
NOTE- 181p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Community Health Services; *Community Role; *Health Promotion; *Prevention; Public Health

This book was written to provide public health leaders, community organizers, policymakers, community-based agency directors, and health educators with the most accurate information available on developing prevention strategies to reduce the spread of human immunodeficiency virus (HIV) in communities throughout the United States. In the late 1980s the San Francisco (California) Department of Health, together with a wide range of organizations, agencies, community groups, and individuals, developed a response to the epidemic that has served as a model both nationally and worldwide, and the lessons learned in San Francisco are presented in this book as a case study of a community in action. Part I of the book, Understanding the HIV Epidemic, provides the basic foundation for understanding the emergence and epidemiology of the epidemic. Part II, the San Francisco Response, presents three chapters detailing different aspects of the prevention effort in San Francisco. Part III, HIV Prevention in Your Community, provides nuts and bolts expertise concerning the development, design, and implementation of prevention programs. Individual chapters include: (1) "A Modern Epidemic Emerges: History and Context" (Renata Kiefer and Stephen Hulley); (2) "Patterns of the Epidemic and Public Health Implications" (Renata Kiefer, Joseph Guydish, Katherine Haynes, George Lemp and Stephen Hulley); (3) "AIDS: Putting the Models to the Test" (Margaret Chesney and Thomas Coates); (4) "A City Responds to Crisis: Creating New Approaches" (Jeffrey Amory); (5) "San Francisco's Prevention Partnership: Issues and Challenges" (Jeffrey Amory); (6) "Lessons from San Francisco: Principles of Program Design" (Ron Stall, Chuck Frutchey, Mindy Thompson Fullilove, and Pat Christen); (7) "Planning and Implementing Community Strategies" (Pat Franks, Henrik Blum, Thomas Coates, Edward Morales, and Paul Gibson); and (8) "Ending the HIV Epidemic: A Call for Community Action" (Timothy Wolfred). (NB)

ED 324 604 CG 022 860

Peterson, Maria P.; Turner, Janet

Quantitative Statements in Standards of Three Accrediting Bodies:
APA, CACREP, and CSWE.

PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Accreditation (Institutions); *Evaluation Criteria; Graduate Study; Higher Education; *Professional Associations; *Standards

The accreditation manual of the Council for Accrediation of Counseling and Related Education Programs (CACREP) contains a statement that, whenever possible, criteria for assessing standards should be qualitative rather than quantitative. The study reported in this paper was conducted to gather baseline data on the extent to which accrediting bodies have included quantitative terms in standards related to program goals, structures, and processes. Quantitative statements were defined as any reference in an accreditation standard where a numerical value could be attached. Minimum hours, minimum degree levels, numbers of required semesters or quarters, ratios of students to faculty, and percent of increase in funding for library materials are examples of terms that met the criteria for being identified as quantitative. The accreditation manuals of the American Psychological Association (APA), the Council on Social Work Education (CSWE), and CACREP were examined to determine the presence of quantitative statements in the standards of these bodies. A model which included 47 categories of accrediting information revealed that, when compared to APA and CSWE, CACREP had more categories which included quantitative information and was more expansive on quantitative statements within each category. (NB)

ED 324 636 CS 010 255

Stice, Carole F.; Bertrand, Nancy P.

Tennessee State Univ., Nashville. Center of Excellence: Basic Skills.

Whole Language and the Emergent Literacy of At-Risk Children: A Two Year Comparative Study.

PUB DATE- Jun 90

NOTE- 82p.; Cover title varies slightly.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Grade 1; Grade 2; *High Risk Students; Primary Education; *Reading Instruction; Reading Writing Relationship; Socioeconomic Status; Spelling; Spelling Instruction; *Whole Language Approach; *Writing Instruction

IDENTIFIERS- *Emergent Literacy

This two-year pilot study examined the effectiveness of whole language on the literacy development of selected at-risk children, comparing the performance of nearly 100 first and second graders in whole language and traditional classrooms. Findings showed that children from the whole language classrooms performed as well as their counterparts from traditional classes on standardized achievement tests in reading. Informal, qualitative measures of literacy development indicated that, compared to children in traditional classrooms, children from the whole language classrooms: (1) read for meaning better, corrected more of their mistakes, and retold more fully the stories they read; (2) wrote so much that they did as well or better than their traditional counterparts on spelling, with little or no direct instruction in spelling; (3) appeared more confident in their reading; and (4) appeared to possess a wider variety of strategies related to reading. The study concluded that children in the whole language classrooms appeared to feel better about themselves as readers, writers, and learners; seemed to know more about the reading process, and appeared to learn the mechanics of reading and writing as well as or better than their traditional counterparts without high levels of direct skill and drill instruction; and appeared to be on their way to becoming more independent learners than the children in the traditional program. Thus, the study concluded that whole language (in the hands of trained and committed teachers) appears to be a viable alternative to traditional instruction for young children at-risk. (Fifty-five references are attached, and appendixes contain reading and writing interview data.) (SR)

ED 324 686 CS 212 540

McGavin, Barbara H.

Augmenting Language Analysis Skills through Graeco/Latin Derivatives Studies.

PUB DATE- Jun 90
NOTE- 82p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cognitive Style; English Curriculum; English Instruction; *Etymology; Grade 11; High Schools; Language Skills; Learning Processes; *Learning Strategies; Lexicology; Linguistic Borrowing; *Self Concept; Teaching Methods; Vocabulary Development; *Vocabulary Skills; Word Lists; *Word Recognition
IDENTIFIERS- California Test of Basic Skills

To improve students' self-concept and vocabulary scores, a practicum unit based in Graeco/Latin derivatives studies in varied learning styles strategies was developed for use in an eleventh grade English class (18 students). After the language analysis and preferred modalities of the target class were identified, students were assigned a target list of 80 common Latin roots, rules of word analysis, and popular Greek myths with literary allusions. The subject matter was presented in assignments to accommodate varied individual style preferences by addressing all domains of learning. Test results revealed no significant gains for scores on the California Test Basic Skills (CTBS), but students did demonstrate significant mastery in the criterion-referenced derivatives pre/posttest. Additionally, positive results were demonstrated in affective and intuitive domains through self-concept survey and creative productions. Findings suggest that Graeco/Latin derivative studies do expand vocabulary growth and that the CTBS test alone is not a total measure of student motivation, ability, and academic success. (Five tables of data are included; 26 references and 10 appendixes containing graphic analyses, sample units of study, and test data are attached.) (REH)

ED 324 703 CS 506 513

Klein, Jeanne; Fitch, Marguerite

Third Grade Children's Comprehension of "Monkey, Monkey" as a Function of Verbal and Visual Recall. Final Report.

PUB DATE- Feb 89
NOTE- 143p.; Photographs in the appendix may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Response; *Comprehension; Grade 3; Primary Education; *Recall (Psychology); *Theater Arts; *Young Children
IDENTIFIERS- Childrens Theater; Drama in Education; Theater Research; *Verbal Recall; *Visual Recall

To determine children's "dramatic literacy" and the modal sources of their inferences, a study interviewed 45 Kansas third graders in regard to a theater production of "Monkey, Monkey." Two-thirds of the children reported that third graders in another city would enjoy this production "a lot." A majority found the play easy to understand--attributing this ease both to the play and their cognitive abilities--and preferred theater over television primarily for its "more real" dimension. Children comprehended this play by remembering central dramatic actions and by accurately sequencing the plot's main events. Few children made metaphoric connections from the play's concepts to the world at large, although almost half grasped the main motive, and two-thirds accurately inferred emotions in spite of masks, puppets, and animal make-up. Over half the children reported learning the concept of trusting oneself or good moral behaviors. Children appeared to have both watched and listened to this play by relying equally on the use of visual, verbal/aural, or psychological/contextual cues as bases for their inferences. The more they used visual cues (primarily dramatic actions), the more they also used verbal/aural cues and psychological cues. (Ten tables of data are included, and 32 references are attached. Ten appendixes, including the interview instrument, teachers' evaluations and responses, and a summative evaluation, conclude the report.) (SR)

ED 324 800 EA 022 329

Radnofsky, Mary L.; And Others
Restructured Schools, Tracking Classroom Effects: Teachers' Perceptions.
PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Educational Improvement; Educational Innovation; Educational Quality; Elementary Secondary Education; Instructional Effectiveness; Learning Strategies; Participative Decision Making; School Based Management; *School Restructuring; Student Responsibility; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Effectiveness; *Teacher Responsibility; *Teacher Role; Teacher Student Relationship; Teaching Methods

Teachers' perceptions of school restructuring were examined to determine the effects of reform on actual classroom teaching and learning processes. Interviews with 14 teachers at all school levels identified the following common themes: importance of flexible schedules; inclusion of interdisciplinary, meaningful curricula; and increased teacher control of the teaching and learning process. A recommendation is made for the inclusion of teachers' views if the goal of restructuring is enhancement of student learning. (21 references) (LMI)

ED 324 817 EA 022 356

Oxnard School District, Calif.
Year-Round Education in the Oxnard School District and Related YRE References.
PUB DATE- Feb 90
NOTE- 113p.; A number of tables and figures included in the document may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Educational Innovation; Elementary Secondary Education; *Enrollment; Expenditure per Student; Financial Needs; Financial Problems; Flexible Scheduling; Scheduling; *School Community Relationship; School Organization; School Schedules; School Support; Summer Programs; Summer Schools; Time Factors (Learning); Vacation Programs; *Year Round Schools
IDENTIFIERS- *Oxnard School District CA

The trustees and administrators of the Oxnard School District, which currently serves approximately 12,000 students, recognized as early as 1970 that additional school sites had to be acquired and new schools constructed to accommodate a very substantial increase in student enrollment. Oxnard is located in one of the nation's fastest growing areas: the city's current population is about 125,000; by the year 2000 it is projected to be 175,000. Since the 1976-77 school year, when student enrollment finally exceeded the available space as provided on a traditional September-June schedule, the Oxnard district has operated a four-track year-round education program. Oxnard's year-round plan, which was phased into every school in the district by 1986, provides for three tracks to remain in school while a fourth vacations; thus, the school operates at full capacity for 12 months a year. Some benefits the district has enjoyed because of its continuous education schedule include: (1) economy of scale for student enrollment in per-pupil expenditures; (2) more efficient use of instructional materials; (3) reduced student and teacher absenteeism; and (4) a reduction in vandalism, burglary, and graffiti. Numerous graphs, newspaper article reproductions, schedules, and forms regarding Oxnard's year-round education program are included. (4 references) (KM)

ED 324 420 CE 055 871

Fulton, Rodney D.
The Importance of Place to Adult Learning.
PUB DATE- 90
NOTE- 36p.; For a related document, see CE 056 109.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Adult Education; *Adult Learning; Adults; *Architectural Programing; Continuing Education; *Educational Environment; *Educational Facilities Planning; *School Buildings

The question of how important place is to learning is one that has fallen in and out of vogue during the past 40 years. Despite frequent statements of its importance, there has been a continual lack of attention to the physical environment of adult education. Under the leadership of John Becker, an architect from Cincinnati, the Adult Education Association's Commission on Architecture published "Architecture for Adult Education" in 1953. Individuals' reactions to their environment have often been thought to be idiosyncratic. However, a preliminary investigation seems to suggest a continuum in individual response to the physical attributes of the environment. Research has not yet clearly delineated what aspects of the environment can be controlled nor how they should be controlled. Karen and Jim Leed, two architects from Cincinnati, have recently published "Building for Adult Learning," and appear to be well versed in adult learning theory. They state that an adult learning facility should meet basic comfort needs, feature and reinforce a nonjudgmental climate of trust and sharing, maximize social contact and exchange of information, meet the learners' highest expectations of quality, and truly inspire learners to greater achievement. Sporadic, individual efforts need to be orchestrated so that national attention and funding can be sought to support continued work to answer the questions arising from a thoughtful consideration of how adults are influenced by their environment. (Sixteen references are cited and a comprehensive bibliography on place and learning is appended. (CML)

ED 324 465 CE 055 991

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
Apprenticeship: Past and Present. Revised.
PUB DATE- 87
NOTE- 32p.; Illustrations will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Access to Education; *Apprenticeships; Educational Needs; *Educational Trends; Equal Opportunities (Jobs); *Federal Legislation; Futures (of Society); Postsecondary Education; *Program Administration; *Program Implementation; Sex Fairness; Skilled Occupations; Skilled Workers; Standards; Trainees; United States History; Vocational Education

This booklet recounts the history of apprenticeship and describes its practice in the United States today. The booklet is organized in five sections. The first section outlines the early days of apprenticeship, telling how the system of indenture was imported from Europe, giving various examples of apprenticeship under that system, and describing the production of apprentices' "masterpieces"--test pieces to prove an apprentice artisan's mastery of his craft and his right to the status of "freeman." The second section details the changes that apprenticeship has undergone, discussing graduated wages, wage rate lags, beginning careers, first apprenticeship legislation, labor standards, equal employment opportunity, and the national apprenticeship law. In the third section, modern apprenticeship programs are described. Topics covered include certificates of completion, joint apprenticeship committees, basic standards for apprenticeship, and apprenticeship values for youth and industry. The fourth section explores new directions in apprenticeship, such as women in apprenticeship, apprenticeship preparatory courses and preemployment programs, and veterans in apprenticeship. The final section briefly suggests ways apprenticeships may go in the future. The booklet includes a directory of regional and state offices of the Bureau of Apprenticeship and Training as well as a list of state and territorial apprenticeship agencies. (KC)

ED 324 496 CE 056 049

Darling, Sharon; Hayes, Andrew E.
National Center for Family Literacy, Louisville, KY.
Breaking the Cycle of Illiteracy: The Kenan Family Literacy Model Program. The William R. Kenan, Jr. Charitable Trust Family Literacy Project. Final Report 1988-1989.
SPONS. AGENCY- William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.
PUB DATE- 89
NOTE- 145p.; For a related document, see CE 053 729.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Basic Education; Adult Education; Demonstration Programs; *Illiteracy; *Intergenerational Programs; *Literacy Education; *Models; Parent Child Relationship; *Parent Education; Parenting Skills; *Preschool Education; Program Evaluation; Vocational Education

The Kenan Trust Family Literacy Project was implemented during the 1988-89 school year at three model sites in Louisville, Kentucky, and four in North Carolina. The model was designed to teach undereducated parents together with their 3- or 4-year-old children. Children participated in a comprehensive preschool program while adults studied in various academic and vocational areas. During Parent and Child Together (PACT) time, parents and children worked and played together. The Parent Time (PT) component allowed parents to meet as a group to address significant problems. Research identified seven types of parents with distinctly different characteristics related to program participation, motivation, capability, needs, and likelihood of accomplishment. Few parents in two problematic groups remained in the program for periods long enough to make significant gains in their or their children's achievements. For all other groups, almost all parents and children made important gains in academic performance, self-concept, social skills, and control over their lives. Recommendations were made for model adoption. (Following the 42-page final report are a description of the model, descriptions of parent types, case descriptions, anecdotal records, academic achievements of parents by site, and raw data for adults by site.) (YLB)

ED 324 541 CE 056 184

Rossetti, Rosemarie
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Factors that Influence Students Not to Enroll at the Springfield-Clark Joint Vocational School.
SPONS. AGENCY- Springfield-Clark Joint Vocational School, Springfield, OH.
PUB DATE- Oct 90
NOTE- 117p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Educational Attitudes; High Schools; Negative Attitudes; Parent School Relationship; Public Relations; *School Attitudes; School Community Relationship; *Student Attitudes; *Vocational Education; *Vocational High Schools
IDENTIFIERS- *Springfield Clark Joint Vocational School OH
This study investigated factors that influence students not to enroll at the Springfield-Clark Joint Vocational School (JVS) and in vocational education at the feeder comprehensive high schools. A cluster sample of 357 nonvocational students was selected from junior English classes from the nine feeder schools and administered a questionnaire. Data were analyzed using the Statistical Package for the Social Sciences. The top five reasons students gave for not enrolling in vocational education were: (1) plans to attend college; (2) career choice limitations; (3) graduation requirements; (4) academic ability of vocational students; and (5) behavior of vocational students. Students reported that they were influenced not to go to the vocational school by (in order) friends, mothers, fathers, and counselors. The study concluded that the image of vocational education and of the Springfield-Clark JVS needs to be improved, since students have negative images of the students enrolled. Recommendations were made to promote the accomplishments of graduates, especially information about graduates going onto higher education. Recommendations also were made to ease the social transition when students change schools to attend the Springfield-Clark JVS, to promote social activities, to increase positive publicity about the JVS, to encourage counselors to recommend the school, to provide new courses such as child care and development and law enforcement, and to provide more information about the JVS to parents. (Forty-one references and the questionnaire are included.) (KC)

ED 324 620 CG 022 882

American Association for Counseling and Development, Alexandria, VA.; National Career Development Association, Alexandria, VA.

The Professional Practice of Career Counseling and Consultation: A Resource Document.

PUB DATE- Jan 88
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Career Counseling; Competence; *Counselor Qualifications; *Ethics; *Standards

This resource guide for career counselors contains seven sections. Section A provides an overview of the National Career Development Association (NCDA) and describes the development of this document. Section B defines vocational/career counseling and lists vocational/career counseling competencies approved by the NCDA Board of Directors in 1981. Section C offers consumer guidelines for selecting a career counselor, looking at counselor credentials and explaining what career counselors do. Section D describes services provided by career development specialties, makes a case for differentiation of specialties, and provides capsule descriptions of these specialties: Career Counselors (private and public settings); Human Resources/Career Development Specialists (organizational settings); Job Placement Counselors (public setting); Career/Employment Search Consultants (private settings); Employment Agents (private settings); and Cooperative Education Instructors (educational settings). Section E contains NCDA ethical standards related to general areas, the counseling relationship, measurement and evaluation, research and publication, consulting, and private practice. Section F lists the procedures for processing ethical complaints and section G provides additional resources. (NB)

ED 324 670 CS 212 524

Davidson, Phebe

Context and Critical Perspective: Meeting Black Autobiography Halfway.

PUB DATE- Nov 89

NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Autobiographies; Black Culture; *Black Literature; Black Studies; *Cultural Influences; Language Role; *Literary Criticism; Literary Styles; Literature Appreciation; *Social Influences; United States Literature

IDENTIFIERS- Voice (Rhetoric)

Black autobiography can only be viewed sensibly in the classroom if an attempt is made to come to terms with the social and historical milieu in which the work was produced and with the persona and ethos of the writer. Critical failure to do so puts critic and text at a serious disadvantage because such failure restricts critical vision to the point of absurdity, insisting by implication that the social and historical milieu of the critic is the only valid context for viewing the work. Booker T. Washington's embarrassingly simplistic "Frederick Douglass" (a biography) is an example of a reductive misreading which creates the impression that Douglass did not really put his heart into all that firebrand abolitionist rhetoric he was putting out and was regretfully driven into such rhetoric by the times. Black autobiographers have inherited from Douglass the dual and simultaneous purpose of creating a voice to be heard within their subculture as well as obtaining acceptance in larger social settings through the power of a sanctioned language. Awareness of each historical and social milieu occupied by the individual writer leads to an enhancement of the student's capacity for understanding each individual work. (KEH)

ED 324 720 CS 507 293

Rollman, Steven A.

Leading Class Discussions Which Evaluate Students' Oral Performance.

PUB DATE- Nov 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; College Students; *Group Discussion; Higher Education; *Public Speaking; *Speech Instruction; *Student Participation; Teacher Role
IDENTIFIERS- Speech Communication Education

One of the thorniest problems facing teachers of public address and other speech performance courses concerns students' reticence in classroom criticism and discussion of fellow students' performance. Many teachers believe that discussing the speeches in class provides valuable feedback to the speaker and helps foster critical thinking skills in the audience members. The following suggestions can help students feel more comfortable with the concept of public criticism: (1) have students discuss the video-taped speeches of strangers before discussing one another's presentations; (2) announce that comments made in class will not affect the speaker's grade; (3) explain to students that honest criticism is an act of friendship; (4) explain that the most helpful comments are "constructive"; (5) the better students know one another the more they will offer critical comments; (6) ask a class "What was good about this speech?" rather than asking "What was wrong?"; (7) consider assigning specific listening roles; (8) explain that positive comments are also examples of "criticism"; (9) emphasize that criticizing the speech is not criticizing the person; (10) allow speakers the option of not having their speeches discussed; and (11) ask specific rather than general questions. Finally, when teachers make comments, they should consider whether to make them in private or in class, and bring up only as much as the student can manage at one time. Throughout, students should be left with the impression that speaking well is not beyond their abilities but, rather, is a skill which they can master. (SR)

ED 324 834 EC 232 178

Ensign, Arselia, Ed.
PAM Assistance Centre, Lansing, MI.
Cookbooks and Good Eating: Cookbooks for Special Populations.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Board of Education, Lansing.
PUB DATE- Jun 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Computer Oriented Programs; *Cooking Instruction; *Daily Living Skills; *Disabilities; *Nutrition; Tape Recordings
IDENTIFIERS- *Cook Books

The brochure briefly describes approximately 50 cookbooks and related materials appropriate for use with special populations. For most entries, title, author, source, price, and a brief description are provided. Entries include general cookbooks, large print and Braille cookbooks, cookbooks for special diets, cookbooks for special conditions, cookbooks for children and non-readers, recipes on computer disks, and cassette tape cookbooks. Also noted are several additional sources of cookbooks or pamphlets and a nutritional quiz. (DB)

ED 324 405 CE 055 127

Castelino, Celine; Munn, Pamela
Scottish Council for Research in Education.
An Evaluation of Training Modules for Part-Time Workers in Community Education. SCRE Project Report No. 19.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Apr 90
NOTE- 53p.; For related documents, see ED 320 728-729 and CE 054 366. Report of the "Training Needs of Part-Time Community Education Workers" project undertaken in collaboration with the Scottish Community Education Council.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Community Education; *Faculty Development; Foreign Countries; Inservice Teacher Education; Instructional Material Evaluation; *Learning Modules; *Part Time Faculty
IDENTIFIERS- *Scotland

This project evaluated three modules, which were developed to meet key basic training requirements common to part-time workers in different branches of community education (adult education, community development, and youth work). Draft modules were sent to about 40 individuals or organizations in the field for comment on their structure and relevance. Each module was piloted at two different sites in urban, rural, or intermediate areas in Scotland. To assess the suitability of the modules for training in community education, researchers interviewed a sample of the participants and all of the trainers. Overall, trainers were very satisfied and regarded the modules as effective. Modules were perceived as flexible in terms of form, content, adaptability to a variety of local contexts, and needs of individuals with different educational experiences. Trainees named as positive features of the modules the range of teaching methods used, courses relevant to perceived needs, opportunities to practice skills needed for their jobs, and opportunities to meet with other part-timers. Respondents mentioned these drawbacks and problems: lack of challenge, irrelevance, duplication, and venue. (Four references are cited. Interview schedules are appended.) (YLB)

ED 324 481 CE 056 015

Giere, Ursula
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Functional Illiteracy in Industrialized Countries: An Analytical Bibliography. UIE Studies on Post-Literacy and Continuing Education. Functional Illiteracy in Industrialized Countries 3.
PUB DATE- 87
NOTE- 111p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; *Adult Literacy; Adults; Citations (References); Competence; *Developed Nations; Economic Development; Employment Patterns; Foreign Countries; *Functional Literacy; International Cooperation; *Literacy Education; *Minimum Competencies; Research Reports
IDENTIFIERS- Canada; Denmark; France; Germany; Netherlands; United Kingdom; Yugoslavia

This bibliography presents and analyzes selected books, articles, and sample learning materials on functional illiteracy in industrialized countries that are available in the library of the Unesco Institute for Education. Entries covering emerging areas of research, descriptions and analyses of country experiences and steps toward international cooperation have been classified into five major sections, some of which are subdivided. The five sections deal with the following topics: (1) literacy and illiteracy in industrialized countries--problem assessment; (2) functional competencies and employment; (3) awareness and action--some country experiences; (4) increasing access to the literate culture; and (5) international cooperation. Titles are cited in the language of origin. In a few instances, publications intended primarily for developing countries but applicable to industrialized countries have been included. Brief introductions to all chapters highlight significant ideas, controversial issues, and problems of ongoing research, reflecting the wide range of complex views expressed in the literature. (KC)

ED 324 652 CS 010 271

Jamar, Donna; Morrow, Jean

A Literature-Based Interdisciplinary Approach to the Teaching of Reading, Writing, and Mathematics.

PUB DATE- Oct 90
NOTE- 6p.; Paper presented at the Annual Plains Regional Conference of the International Reading Association (18th, Wichita, KS, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Elementary Education; Instructional Materials; Integrated Curriculum; *Interdisciplinary Approach; Learning Activities; *Mathematics; *Reading; *Whole Language Approach; *Writing (Composition)

Using literature as a natural catalyst in an interdisciplinary approach, teachers can effectively bring the basics of reading, writing, and mathematics together to provide a learning atmosphere that promotes risk-taking as a natural and necessary part of learning. Integrating these areas throughout the curriculum enables students to develop a sense of purpose in content area classes. Such a sense of purpose will also help students recognize the connections between what is learned in school and what is used in real life. For students to realize a practical application of reading, writing, and mathematics, materials must be interesting and relevant. (MG)

ED 324 784   EA 022 312

Walker, Billy D.
Texas Center for Educational Research, Austin.
Achieving Adequacy, Equity, and Efficiency in Texas Public School Finance: A Comprehensive Proposal and Analytical Model.
PUB DATE- 89
NOTE- 69p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; Educational Economics; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditures; *Finance Reform; Financial Policy; Fiscal Capacity; Income; Models; Property Taxes; Resource Allocation; *State Aid; State Courts; State Legislation
IDENTIFIERS- *Texas

A comprehensive program for finance reform of the Texas school system based on an analytical paradigm that encompasses adequacy, equity, and efficiency considerations is introduced. Topics such as the development of the Texas conceptual model, the structural elements of the allocation model, and the development of the revenue-raising system are also discussed. The analytical model based on core characteristics of a school finance program, a philosophical equity hierarchy, and the nexus of school finance goals and structural elements is compared with the proposed comprehensive model. Features of the proposed model include local property tax relief, implementation of a state income tax, and increased state revenues. Five tables are included in the text. (35 references) (LMI)

ED 324 435 CE 055 945

Whitcraft, Carol; Williams, M. Lee

Gender Differences and Public Sector Managers: Women's Perceptions of Equality in State Government.

PUB DATE- Jun 90

NOTE- 26p.; Paper presented at the International Communication Association Convention (Dublin, Ireland, June 24-28, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; Demography; *Equal Opportunities (Jobs); Individual Development; Job Satisfaction; Organizational Communication; *Public Agencies; *Sex Differences; *State Government; *Women Administrators

IDENTIFIERS- *Texas

A study assessed the equality of women managers in 11 of the largest state agencies in Texas. It also investigated the perceptions of men and women managers concerning a variety of work related issues in Texas state government. A stratified random sample of 25 percent of all managers was drawn, and 1,844 responses, representing a 55.5% response rate, were analyzed. Results addressed perceptual differences of male and female managers regarding job characteristics, communication in the organization, outcome factors, development needs, and demographics. Findings revealed fewer female managers overall and significantly fewer females in middle and top management positions. Although female managers felt their job objectives were clear and in writing, they indicated they receive more information from the grapevine than they prefer, and they do not receive sufficient downward and upward communication through channels. Female managers were less satisfied with their participation in decision making and chances for advancement, and they did not feel they received sufficient management training before assuming their job responsibilities. (Appendixes include a list of 21 references and 6 data tables.) (YLB)

ED 324 525 CE 056 115

Swift, Clint; And Others
Indiana Univ., Bloomington. Vocational Education Services.
Financial Incentives for Business-Education Partnerships. A VES Briefing Paper.
SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Corporate Support; Federal Aid; *Incentives; *Philanthropic Foundations; Postsecondary Education; *Private Financial Support; *School Business Relationship; School Support; Secondary Education; State Aid; *Vocational Education
IDENTIFIERS- *Partnerships in Education

Business and industry support education in their communities in many ways, and financial gifts are only one of them. Business, industry, labor, government, and foundations are involved in financial support through grants, fellowships, scholarships, awards, endowments, loans, donations of time and services, and donation of teaching aids, materials, and equipment. Business and industry gain an improved work force, tax deductions, visibility in the community, and satisfaction of the sense of social responsibility. Federal legislation has sought to support vocational education actively, but it has also sought to use limited federal dollars to leverage maximum matching funds from private and other public sources. State sources of financial incentives include players from education and employment agencies. Contributions from business and industry can fall into any of the categories of the major and minor costs that partnerships encounter. Private foundations may also fund partnership activities, if the appeal is couched in terms of the foundation's interests. (A list of 23 references is appended. Two appendixes contain a list of ways business benefits from partnership and a principal's "wish list" of types of support.) (YLB)

ED 324 558 CG 022 812

Steinberg, Laurence; And Others
National Center on Effective Secondary Schools, Madison, WI.
Authoritative Parenting and Adolescent Adjustment across Varied Ecological Niches.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 90
NOTE- 34p.; Based in part on a paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); *Adolescents; Cultural Differences; Delinquency; Discipline; *Ecological Factors; Family Characteristics; Family Structure; High Schools; High School Students; Parent Attitudes; *Parent Child Relationship; Socioeconomic Status; Stress Variables; Student Behavior
IDENTIFIERS- *Authoritative Parenting; Parenting Style; *Self Reliance

This study examined whether the widely reported positive relation between "authoritative" parenting and adolescent adjustment is moderated by the ecological context in which adolescents live. A socioeconomically and ethnically diverse sample of approximately 10,000 high school students provided information about their parents' behavior and their family background and completed measures of four indicators of adjustment: school performance, self-reliance, psychological distress, and delinquency. The students were grouped into 16 ecological niches defined by ethnicity, socioeconomic status, and family structure, and analyses were conducted within each niche to contrast the adjustment scores of adolescents from authoritative versus nonauthoritative homes. Analyses indicated that the positive correlates of authoritative parenting transcended ethnicity, socioeconomic status, and family structure. Virtually regardless of their ethnicity, class, or parents' marital status, adolescents whose parents were accepting, firm, and democratic earned higher grades in school, were more self-reliant, reported less anxiety and depression, and were less likely to engage in delinquent behavior. (Author)

ED 324 574 CG 022 828

Montana State Dept. of Public Instruction, Helena.
Guidelines for Communicable Disease Control Policies in Montana Schools: A Guide and Model Policy for Communicable Diseases Including HIV Infected Students and Staff.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Feb 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Board of Education Policy; Child Health; *Communicable Diseases; Disease Control; Elementary Secondary Education; Epidemiology; *Policy Formation; Public Health; *School Policy; State Standards
IDENTIFIERS- *Montana

This guide was developed to help local school districts review existing policies or establish new policies to address communicable diseases. Based on current scientific and medical information about the safety in allowing human immunodeficiency virus (HIV) infected students and staff to remain at school, it contains a suggested policy for local school districts. The suggested policy and its appendices are consistent with Montana Law on discrimination, and with state and federal public health recommendations. The guide uses the principles that HIV is not transmitted casually, and that transmission is not a problem in the school setting. Following a list of general recommendations is the suggested communicable disease control policy. The appendices, which contain the bulk of the document, include: the protocol for communicable diseases known not to be spread by casual contact; the Montana Department of Health and Environmental Sciences recommendations for preventing the transmission of HIV in the school setting; a suggested policy on confidentiality; and resource information. (TE)

ED 324 605 CG 022 861

Marting, Glenda M.

Sexual Assault: Victims, Emotional Effects, and Recovery.

PUB DATE- Aug 90
NOTE- 88p.; Seminar paper, Master of Education degree, Ohio University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Counseling Techniques; Counselor Role; *Rape; Research Methodology; *Sexual Abuse; Victims of Crime
IDENTIFIERS- *Acquaintance Rape

This paper on sexual assault defines the terms connected with sexual assault and identifies the most common situations in which sexual assault occurs. Information on the types of people who are sexual assault offenders is presented. Common myths concerning sexual assault, particularly rape, that are held in some segments of society are presented with factual information which disproves the myths. Emotional effects of sexual assault are examined and the resulting counseling issues are discussed. A review of research is presented which indicates that most sexual assaults were perpetrated by acquaintances of the victims such as relatives, dates, trusted adult friends, or even marital partners. The review found that rapes by strangers were the ones most often reported and were the most damaging in some ways to the victims both physically and emotionally. Common characteristics of men who rape are identified. The emotional effects of sexual assault are reported to be quite devastating to the victim. The problem of defining sexual assault as a crime of violence and the victim's need to deal with the sexual component during recovery is described as the main incongruity that must be integrated by helping professionals. The paper concludes with recommendations for counselors who will be working with victims of sexual assault. (46 references) (ABL)

ED 324 687 CS 212 541

Rousculp, Edwin E.; Maring, Gerald H.

Writing Portfolios for a Community of Learners in a Content Area Reading Course.

PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Evaluation Methods; Higher Education; *Portfolios (Background Materials); *Reading Writing Relationship; Student Writing Models; *Teacher Education; *Teaching Methods; Writing Research
IDENTIFIERS- Course Development; Teacher Researchers

A teacher education course on reading in the content areas had two goals: (1) to embody, rather than talk about, the reading-writing connection; and (2) to effect through a workshop setting a community of learners among the participants. Students were required to select, adapt, and apply instructional strategies from a variety of textbooks and articles; receive peer and instructor feedback; revise; and submit their "best" strategies in the form of course portfolios. An analysis of student writing revealed seven key indicators as outcomes of this course innovation: metacognition; use of prior knowledge; writing to learn processes; reaction to peer responses; cognitive engagement; enthusiasm; and experience of intertextuality. A sample of one student's writing is used to address the issue of transfer of course learning to the student teaching setting. (Forty-six references are attached.) (Author/SR)

ED 324 752 EA 022 261

Jefferson, Anne L.; Wagner, Michael J.
The Fairness of Equalization Formulas.
PUB DATE- Jan 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Declining Enrollment; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Enrollment Influences; Enrollment Rate; *Equalization Aid; Expenditure per Student; Finance Reform; *Financial Policy; Fiscal Capacity; Foreign Countries; Population Distribution; Population Growth; Property Taxes; Rural Schools; School District Reorganization; School District Spending; State Aid; Student Mobility; Urban Schools
IDENTIFIERS- *Manitoba

The fairness of equalization formulas adopted by the government of Manitoba (Canada) is assessed. A conclusion is that although the concept of equalization is equitable, implementation of the policy is problematic. Limitations of the current equalization formula are that property assessment per pupil is an invalid index of fiscal capacity; enrollment and assessment per student are dependent variables; and rural and urban labels are insufficient descriptors. (LMI)

ED 324 801 EA 022 330

Nebraska Legislative Council, Lincoln. Legislative Research Div.
Funding Nebraska's Schools: Toward a More Rational and Equitable School Finance System for the 1990s. Final Report of the Nebraska School Financing Review Commission to the State Legislature.
PUB DATE- 90
NOTE- 121p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; Finance Reform; Fiscal Capacity; Property Taxes; State Aid; State Courts; *State Legislation; Tax Allocation
IDENTIFIERS- *Nebraska

This final report of the Nebraska School Financing Review Commission includes the following items: (1) an examination of the role of income as a revenue source and indicator of wealth; (2) investigation of ways to reduce reliance on property tax for school support; and (3) consideration of alternate state aid distribution formulas. Also included are a list of statutes, historical overview, description of the current school finance structure, and review of court decisions. Findings support the implementation of a plan that includes: dedication of state income tax revenues to educational funding; increasing levels of state aid; limitations on school district budgets; development of a new equalization formula based on student needs and measurement of district wealth in terms of income and property tax resources; and provision for ongoing state revenue sources. Appendices contain an outline of state aid legislation history and statistical tables. Six figures and 16 tables accompany the text. (LMI)

ED 324 818 EA 022 357

Brekke, Norman R.
Oxnard School District, Calif.

YRE: A Break from Tradition That Makes Educational and Economic Sense!

PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Enrollment; Extended School Year; Financial Needs; Financial Problems; Flexible Scheduling; Retention (Psychology); Scheduling; *School Community Relationship; *School Organization; School Schedules; School Support; Summer Schools; Supplementary Education; Time Factors (Learning); Vacation Programs; *Year Round Schools
IDENTIFIERS- Oxnard School District CA

No other innovation in education in the United States has as much potential for improving education and reducing costs as the year-round operation of schools. Contrary to popular perception, the 9-month school calendar is not deeply imbedded in America's education system; throughout American history, the school calendar has responded to the evolving needs of the nation. The phenomenal changes in the past century in transportation, communication, and information technology have propelled this country beyond our public school system, which has remained in an "inertia of tradition" for the last 75 years. While there is ample reason to support a lengthened school year, it must be understood that our states generally are not funding education adequately for the days we presently have. But since single-track year-round education programs provide the typical 180-day instructional year with three or four shorter vacation periods instead of a 3-month summer vacation, operational casts should not significantly exceed those required for the traditional school year. Further, a multitrack continuous education calendar has the potential for a seating capacity increase of 25 to 50 percent; and in general, the greater the increase in capacity usage (beyond the maximum permitted by the traditional year calendar), the more potential there is for cost savings. (KM)

ED 324 835 EC 232 179

DePaepe, Paris A.; Hayden, Mary F.
Minnesota Univ., Minneapolis. Research and Training Center on Community Living.
Living in the Community: Persons with Mental Retardation and Allied Medical Conditions.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Community Services; *Deinstitutionalization (of Disabled); Delivery Systems; Group Homes; *Health Needs; *Health Services; Incidence; Individual Needs; Institutionalized Persons; *Medical Services; *Mental Retardation; *Special Health Problems

The review summarizes research (1978-1989) on the medical needs of persons with mental retardation living in institutional and community settings. Specifically it addresses six questions: (1) do mentally retarded persons in institutions have more serious medical needs than their community counterparts? (2) when people with mental retardation are moved into the community, does their health/medical status deteriorate? (3) does the community service system provide access to the medical care, resources, and support services needed by the current institutional population? (4) what medical care and services are needed by retarded persons currently in or potentially in the community? (5) what are the barriers to provision of community medical services? (6) what can be done to improve community medical care and services for persons with mental retardation? Among conclusions are that prevalence of different medical conditions is comparable for community residents or institutionalized persons; that persons in state institutions utilize service professionals more frequently than do individuals in the community; that people with mental retardation in the community appear, in general, to be receiving adequate medical and health services; and that the availability of medical care and support services in the community can prevent institutionalization. A table compares the studies reviewed. Includes about 50 references. (DB)

ED 324 450 CE 055 967

Griffin, Ervin V., Ed.; Olson, Linnea, Ed.
Virginia State Dept. of Education, Richmond.
Innovative Practices and Developments in Vocational Sex Equity. Volume 1, Number 1.
PUB DATE- May 88
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Career Development; Early Parenthood; *Nondiscriminatory Education; *Nontraditional Occupations; Personnel Integration; Postsecondary Education; Secondary Education; *Sex Fairness; *Sexual Harassment; Vocational Education; Womens Education

This monograph includes the following papers: "Vocational Sex Equity in Virginia: Ten Years of Progress" (Hawa); "Reducing the Cost of Sexual Harassment in American Organizations" (Tate); "The Role of a Career Resource Center in Extending Vocational Sex Equity into the Classroom" (McCune); "Non-traditional Exploratory Programs for Women: An Innovative, Educational Experience for Day and Evening Students" (Porter); "Women in High Innovative Technology Studies" (Olson, Gibson); "A Vocational Equity Career Development Program for Men and Women" (Joyce); "The Dabney S. Lancaster Community College Regional Center for Vocational Training" (Bennett); "A Campus-wide Retention Program for Students in Non-traditional Vocational Education Programs" (Griffin); "The Dabney S. Lancaster Community College Regional Center for Teenage Mothers" (Johnson); and "What Is Equity?" (Lary). Program briefs included are as follows: "Teenagers Experiencing Educational Need (TEEN), Women in Need of Skills (WINS), and Trade and Industrial Program Skills (TIPS)" (Moore); "New Opportunities for Vocational Advancement (NOVA)" (Ashworth, Mitchem); "Equity Programs Available at New River Community College" (Claussen); "Project Opportunity" (Sebastianelli, Link); "News for Access and Equity" (Culver, Burge); "The YWCA Women-in-Transition Program" (Diaz); "The Opportunity Center" (Flythe); "Project Update" (Patton); and "Survivor's Support" (Prideaux, Saunders). (CML)

ED 324 621 CG 022 883

Kuh, George D.; And Others
American Coll. Personnel Association, Washington, D.C.

Student Affairs Work, 2001: A Paradigmatic Odyssey. ACPA Media Publication No. 42.

PUB DATE- 87
NOTE- 134p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change; College Students; Higher Education; Models; *Student Development; *Student Personnel Services; *Student Personnel Workers; Theories; Trend Analysis

This monograph uses illustrations from the student affairs field and other disciplines to describe for student affairs staff some of the profound changes underway in the field. It focuses on four core elements in the field of student personnel services: (1) delivery of services to students; (2) student development programming; (3) administration, research, evaluation and policy; and (4) preparation of student affairs staff. Chapter 1 defines the concept of "paradigm" and describes the changing nature of the world in which student affairs staff live and work. Chapter 2 describes a conceptual framework and uses that framework to identify patterns of change that distinguish the emergent paradigm from a more conventional paradigm. Chapter 3 tests several core assumptions of student affairs work against characteristics of the emergent paradigm. Some implications of the emergent paradigm for using human development theory and the student development concept in student affairs work are presented in chapter 4. In chapter 5, the conventional paradigm's emphasis on reason and logic is juxtaposed against intuition and action learning. In chapter 6, the potential for naturalistic inquiry to enrich student affairs research and writing is discussed. The final chapter offers recommendations for how faculty and others can incorporate emergent paradigm assumptions in curriculum and other aspects of graduate study. References are included; a glossary and annotated bibliography are appended. (NB)

ED 324 637 CS 010 256

Ridout, Susan Ramp

Harmony in the Classroom: Using Songs To Teach Reading and Writing.

PUB DATE- Nov 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Southeast Regional Conference of the International Reading Association (14th, Louisville, KY, November 7-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Directed Reading Activity; Elementary Education; *Reading Instruction; Reading Strategies; *Singing; *Songs; Student Motivation; *Writing Instruction
IDENTIFIERS- Reading Motivation

Based on the premise that children's natural love for music makes it appropriate to use songs as a motivational vehicle for reading and writing, this paper presents a reading/singing strategy which promotes vocabulary, word recognition, writing, and comprehension skills while providing appreciation of music. The paper briefly discusses the eight steps involved in this strategy: (1) motivate the children so they will eagerly anticipate the lesson; (2) introduce special vocabulary in the song; (3) set a purpose for the children to read/sing the words of the song; (4) read the song's words and sing the song; (5) ask questions pertaining to the song; (6) sing the song again; (7) incorporate skills/strategies into the lesson; and (8) extend/enrich the lesson. The paper then presents four directed singing/reading lesson outlines. one on the song "Peanut Butter," two on the song and book "Love You Forever," and one on "The Orchestra Song." (SR)

ED 324 653 CS 010 272

Baade, Sandra Lee
Assessment of the Implementation of Recommended Teaching Strategies at the College Level.
PUB DATE- Aug 90
NOTE- 115p.; M.A. Thesis, University of Northern Iowa.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; Education Majors; Higher Education; *Methods Courses; Methods Research; *Methods Teachers; Questionnaires; *Social Studies; Teacher Education; *Teaching Methods; Theory Practice Relationship; Writing Across the Curriculum
IDENTIFIERS- Reading to Learn Model; Writing to Learn

A study was conducted to ascertain the extent to which instructors incorporated reading- and writing-to-learn skills and strategies into the methods courses of secondary social studies preparation programs. A questionnaire was mailed to the instructors of social studies methods courses at the colleges and universities in Region Four of the Teacher Education Council of State Colleges and Universities (TECSCU) organization. The questionnaire requested that the respondents indicate the degree of emphasis that they place on 20 different reading- and writing-to-learn strategies. The five response alternatives ranged from the category of unaware (the instructor was unfamiliar with the specified strategy) to the category of model (the instructor informed, instructed, and modeled the specified strategy in their social studies methods courses). Twenty-one replies, a 75% response rate, were used to summarize the findings. Results indicated that each response alternative was indicated by the respondents by the following average percentages when considering all strategies: unaware 16%; none 20%; inform 23%; instruct 23%; and model 19%. These results indicated that the students enrolled in the social studies methods courses taught by these respondents are receiving a minimal depth of instruction needed in reading- and writing-to-learn strategies that will sufficiently prepare them to incorporate the strategies in their own classrooms. (Five tables of data and two figures are included. 108 references are attached. Appendixes include a list of members the Region 4 TECSCU Organization, the final letter and questionnaire, and four tables of data.) (MG)

ED 324 704 CS 507 253

Association for Education in Journalism and Mass Communication.
Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part I: Media and Law.
PUB DATE- Aug 90
NOTE- 432p.; For other sections of these proceedings, see CS 507 254-255, and ED 323 566-573.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cable Television; Censorship; Communications Satellites; Court Litigation; Ethics; Federal Government; *Freedom of Speech; *Journalism; *Legal Problems; *Libel and Slander; *Mass Media; Obscenity; Privacy; Programing (Broadcast)
IDENTIFIERS- Deregulation; Fairness Doctrine; First Amendment; Media Coverage; Supreme Court

This section of the proceedings is comprised of 11 papers dealing with the relationship between media and the law. Papers include: "Equal before the Law: Three Media Myths of the American Legal System" (Henry Itkin); "The Role of Senator Albert Gore, Jr. in Satellite/Cable Legislation" (Michael B. Doyle); "The Law of Quotation Marks: Masson v. New Yorker Magazine, et al., 1989" (David Eshelman); "Conceptual Problems of Broadcast Indecency Policy and Application" (Jeremy Harris Lipschultz); "Invasion of Privacy: A Q-Study of the Orientations of Media, Officials and the Public" (Jeremy Harris Lipschultz); "Toward a Definition and Standard Method of Analysis for Libel by Implication" (Karen Markin); "Press Rolls Over, Plays Dead in New Assaults on First Amendment Protections" (Helen Niemiec); "Retraction: Analysis and Comments" (Louise Williams Hermanson); "The Misleading Search for Content Neutrality in Libel Law" (Ruth Walden and Hosoon Chang); "The Development of the 'Commercial Speech Doctrine' in the U.S. Supreme Court: Bright Line or Muddy Waters?" (Roy L. Moore); and "The Fairness Doctrine, the Citizens and the Radical Right-Wing: 'In re the Application of KAYE Broadcasters, Inc.'" (Timothy W. Gleason). (RS)

ED 324 737 CS 507 321

Pomper, Marlene M.
The Hidden Meaning of Inner Speech.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Educational Theories; *Inner Speech (Subvocal);
  *Language Acquisition; Learning Processes; *Learning Theories;
  *Theory Practice Relationship
IDENTIFIERS- Vygotsky (Lev S)

This paper is concerned with the inner speech process, its relationship to thought and behavior, and its theoretical and educational implications. The paper first defines inner speech as a bridge between thought and written or spoken language and traces its development. Second, it investigates competing theories surrounding the subject with an emphasis on the theories of Lev Vygotsky. Both laboratory and documentary evidence of the existence of inner speech is presented, and a pilot study in which marginal notes supplied by students or randomly selected from library books were classified according to the three categories suggested by James Wertsch is discussed. Lastly, the paper examines the significance of inner speech as well as its educational implications. Two figures and one table are included; 15 references are attached. One appendix provides samples of marginal notes from the pilot study. (MG)

ED 324 768 EA 022 290

Dickson, LouAnn
Mesa Public Schools, Ariz. Dept. of Research and Evaluation.
Teacher Attitudes toward Career Ladder.
PUB DATE- Apr 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Career Ladders; Elementary Secondary Education; Incentives; Job Performance; *Merit Pay; Program Evaluation; Promotion (Occupational); *Public Schools; School Districts; Staff Development; *Teacher Attitudes; Teacher Characteristics; Teacher Evaluation
IDENTIFIERS- *Arizona

An evaluation of teacher attitudes toward a public schools career ladder program is presented. Survey questionnaires mailed to 3,239 administrators, nonprogram teachers, and participating teachers elicited 1,683 returns for a 52 percent response rate. Findings indicate that the majority of teachers favored continuation of the career ladder program. Strongest supporters were teachers in grades K-9, administrators, teachers with fewer years' teaching experience, and program participants. No consensus existed on the desirability of four alternative compensation plans. Favorable attitudes expressed by both career ladder and non-career ladder teachers toward a pay model similar to the career ladder program, but not labeled as such, suggests a slight emotional bias against the career ladder label. Responses supported the current program's emphasis on student achievement and most teachers saw higher teacher salaries as the program's most valuable component. The program's organization and implementation were also regarded positively by career ladder tachers. Five tables and one figure illustrating survey results are included. (5 references) (LMI)

ED 324 421 CE 055 872

Lux, Doris; And Others
Nebraska State Dept. of Education, Lincoln.
Articulation Workbook for Cooperative Education.
PUB DATE- 90
NOTE- 63p.; Appendixes present various legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Articulation (Education); *Cooperative Education; Credits; *Educational Cooperation; Educational Improvement; Educational Innovation; *Educational Planning; Higher Education; High Schools; *Institutional Cooperation; Program Development; Program Implementation; Student Motivation; Vocational Education
IDENTIFIERS- 2 plus 2 Articulation Plan; Nebraska; Tech Prep Program
The first part of this workbook reviews and advocates articulation between high school cooperative education programs and vocational programs in higher education. It begins by defining some of the most common terms used to describe articulation, such as "tech prep" and "2+2", and for the implementation of articulation strategies, in general. It points out the positive benefits to be gained from articulation by both schools and students and then notes the things that should be considered before discussions on articulation are initiated. Strategies for getting articulation started are examined, and steps for successful programs are outlines. Following a cautionary glance at possible problems, the manual suggests strategies for implementation of articulation programs. The second part of the workbook consists of an extensive appendix containing a list of articulation terminology, a form for laying out considerations for credit-granting, sample agreements, guidelines for program implementation, and suggestions for external support. Examples from articulation programs in Nebraska are included. (KC)

Rutland, Adonna M.; Guglielmino, Lucy M.
Florida Atlantic Univ., Boca Raton. Adult Education Div.
Increasing Readiness for Self-Directed Learning: A Facilitator's Manual for Ten Self-Directed Learning Group Modules for Adults.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- May 87
NOTE- 83p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Group Dynamics; *Independent Study; Learning Activities; Learning Processes; Literacy Education; Postsecondary Education; Self Actualization; *Self Concept; *Self Directed Groups; Self Esteem; *Small Group Instruction
This manual was prepared for use by adult education teachers in facilitating a self-directed learning (SDL) group for students based on the modules described in the manual. The SDL group involves 10 sessions with specific objectives and activities for each session. Following an introduction, the manual is organized in five additional sections. The first section provides tips for working with small groups, i.e., information on small group dynamics and helpful facilitative responses. The second section contains instructions for facilitating the self-directed learning group and instructions for preparing for the 10 sessions. Objectives, preparations, activities, and assignments for each session are provided. The third section is a flipchart master list for use in preparing for the sessions; it is followed by a list of 11 references and a bibliography of 76 resources on self-directed learning and self-concept. An appendix provides a questionnaire for evaluating the group process. (KC)

ED 324 497 CE 056 052

Continuing Education Inst., Needham, MA.

Workplace Literacy Partnership for Nursing Home Employees. Final Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 90
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Allied Health Occupations; *Allied Health Personnel; English (Second Language); High School Equivalency Programs; *Hospitals; *Literacy Education; Nurses Aides; *Nursing Homes; Outcomes of Education; Program Effectiveness; *Program Implementation; Second Language Instruction
IDENTIFIERS- Massachusetts; *Workplace Literacy

The Continuing Education Institute (CEI) established a seven-member training collaborative to upgrade the literacy and English language skills of nursing assistants, dietary aides, and housekeeping workers employed in a chronic and acute care hospital and in five Massachusetts nursing homes. Three adult basic education (ABE) classes, five English-as-a-Second-Language (ESL) classes, and one adult degree class met at the Shattuck Hospital during a 15-month period, while other classes were held at other sites. CEI worksite training programs were characterized by a strong link between course content and the trainee's job functions. Counseling and child care arrangements also were made for the employees. Employee participants benefited by becoming more skilled in their jobs, preparing for training for advancement, and becoming more comfortable socially. Employers benefited by using the training as a recruitment tool and by increasing attendance and productivity of class participants. The program was regarded as a success by participants and employers. (This report includes course descriptions and descriptions of the programs as implemented at each site. An external program evaluation is appended.) (KC)

ED 324 510 CE 056 089

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

A Vision of Excellence: Strategic Plan for Oklahoma Vo-Tech. The Challenge of Change.

PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; *Educational Planning; Regional Planning; Secondary Education; *Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS- *Oklahoma; *Strategic Planning

This publication presents the strategic plan for Oklahoma vocational-technical education that was designed to be used as a framework for developing functional plans at the state and district levels. It begins with a list of the nine strategic goals that have been developed as the starting point in systemwide strategic planning. The nine goals are built around the following concepts: quality enhancement, career development, work force literacy, accessibility, at-risk populations, economic development, articulation of programs, public image and awareness, and system renewal and revitalization. An overview of the status of the Oklahoma vocational-technical education system considers the delivery system, persons served, programs, and resources. The next section describes factors and forces affecting vocational-technical education, including demographics, economy, education, work force, and technology. Implications for vocational-technical education are then suggested. One-half of the publication is devoted to individual consideration of each of the nine strategic goals. The importance of each goal is addressed, and objectives, by means of which the Oklahoma vocational-technical education system will meet the goals, are outlined. (YLB)

ED 324 542 CE 056 185

Sheen, P. A. D.
Further Education Staff Coll., Blagdon (England).
The Future of Open Learning. Information Bank Working Paper 2325.
PUB DATE- Jul 87
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Distance Education; *Educational Change; Educational Equipment; Educational Media; Educational Philosophy; *Educational Trends; Financial Problems; Foreign Countries; *Futures (of Society); *Open Education; *Technological Advancement; Trend Analysis
IDENTIFIERS- *England

Irrespective of how learning is done, all learning includes common elements. Learning philosophy may be discussed in terms of settler and pioneer philosophies. Settler philosophy attempts to answer all the questions and to define and tame the educational establishment. Pioneer philosophy, on the other hand, is an attempt to provide education in its widest meaning. In open learning, the teacher is the settler and the open learner is the pioneer. Open learning improves access to learning; the ultimate control of what is learned is still held by those who collect the original information and make it available to the learner. As financial constraints on education tighten and cost becomes an even more important factor, open learning must become an integral part of the life of an institution rather than an "extra." Talk of open learning must be replaced by an emphasis on learning by whatever route and method is most appropriate and accessible for the customer. One scenario for the future may be termed embedded, dispersed, and high-tech. The dispersed college will feature dispersed learning centers and diverse access systems, including simulators, microcomputers, direct and satellite broadcasting, videotex, and an array of other high-tech distance education media and instructional materials. (A discussion of colleges, educators, and students in terms of the pioneer and settler philosophies is appended.) (MN)

ED 324 589 CG 022 845

Brindis, Claire
Reducing Adolescent Pregnancy: The Next Steps for Program, Research and Policy.
SPONS. AGENCY- General Service Foundation, Boulder, CO.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- 90
NOTE- 66p.; "Special Issue."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - General (140) R
DESCRIPTORS- *Adolescents; *Early Parenthood; *Pregnancy; *Prevention; Research and Development; Theory Practice Relationship; *Unwed Mothers

This special issue of the "Family Life Educator" features a planning document on adolescent pregnancy prevention designed to assist communities throughout the United States in translating the National Research Council's recommendations and strategies from the "Risking the Future" study into steps for future action. An introduction provides a general overview of the problem and of strategies for attacking it, and explains the genesis and purpose of the document. This is followed by three sections with the following headings: (1) Helping Teens Wait: Abstinence Education; (2) When Teens Don't Wait: Encouraging Contraception; and (3) Reasons to Wait: Enhancing Life Options. A brief concluding summary encourages communities to use the strategies and action steps included in the document in their efforts to meet the challenge of preventing adolescent pregnancy. The summary also enumerates the key factors that have been found to be present in successful programs: early intervention, accessibility and acceptability, continuity of services over an extended period of time, targeting of strategies to meet the varying needs of young people, multipronged and integrated approaches that incorporate a variety of concurrent strategies within a comprehensive community-wide plan, and broad-based commitment from major community institutions. (NB)

ED 324 671 CS 212 525

Ettema, James S.; Glasser, Theodore L.
News Values and Narrative Themes: Irony, Hypocrisy and Other Enduring Values.
PUB DATE- Jun 90
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Audience Response; Ethics; *Feature Stories; *Irony; *Journalism; Journalism Education; Mass Media Effects; Reader Text Relationship; Rhetorical Criticism; *Value Judgment; Verbal Communication
IDENTIFIERS- Author Reader Relationship; *Journalists; *Rhetorical Devices

This paper explores an alternative way of studying journalism in the classroom by focusing on contemporary journalists' ironic treatment of morality. The paper examines the performative character of the language of news, when the words investigative journalists use are of interest not so much for what they say but for what they do. The paper establishes an appropriate framework of irony as a rhetorical device, with emphasis on its evaluative role and the implications of that role for journalists who, as a matter of professional obligation, must eschew explicit evaluation. The paper presents detailed examination of how irony works in the work of several distinguished reporters. (Twenty references are attached.) (KEH)

ED 324 721 CS 507 295

Wakefield, Gay
Roles Male and Female Public Relations Students Hope To Play within Ten Years after Graduation: A Pilot Study.
PUB DATE- 11 May 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Females; Males; *Professional Occupations; *Public Relations; *Sex Role; Speech Communication; *Student Attitudes
IDENTIFIERS- Communication Styles; *Professional Role

A pilot study was conducted to address the professional and personal roles male and female public relations students hope to play within 10 years after their graduations and to determine whether any differences were significant enough to warrant more extensive study of this phenomenon. The null hypotheses employed included: (1) there will be no significant differences between the professional roles male and female public relations students hope to play; and (2) there will be no significant differences between the personal roles male and female public relations students hope to play. Subjects, 25 senior-level public relations students at a large, public midwestern university, were asked to supply responses to the question "How do you see yourself and your role in the practice of public relations 10 years from now? Responses were coded according to Broom's four major public relations roles: expert prescriber, communication technician, problem-solving process facilitator, and communication facilitator. Results indicated that there were no significant differences between the number of male students hoping to play the eventual roles of problem-solving process facilitator, expert prescriber, and communication technician; rejecting the first null hypothesis in part. There were significantly more females than males who sought to play the role of communication facilitator en route to their eventual tenth-year roles. For those students desiring public relations careers, there were no significant differences between genders. The second null hypothesis failed rejection since there were no significant differences between the genders when the personal roles were identified. (Two tables of data are included.) (MG)

ED 324 753 EA 022 262

Jefferson, Anne L.
The Educational Budget: Its Intent vs Reality.
PUB DATE- Aug 90
NOTE- 14p.; Paper given at an invited seminar, Federalism Research Centre, Australian National University (Canberra, Australian Capital Territory, Australia, August 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; Educational Economics; *Educational Finance; Elementary Secondary Education; Financial Policy; Foreign Countries; Money Management; Organizational Objectives; Politics of Education; Productivity; Resource Allocation
IDENTIFIERS- *Manitoba

Factors for discrepancies between budgeting ideals and actual implementation are discussed. The basic problem lies in the different orientations of budget establishers and implementors, or between product and process, which results in a separation of productivity and resource allocation issues. A recommendation is that the budgeting process must allow for creativity to encourage the successful merging of the what (productivity) and the how (resource allocation). (6 references). (LMI)

ED 324 785 EA 022 313

Crain, Carole L.; Young, Terrell A.
National Association of Secondary School Principals, Reston, Va.
How To Meet the Needs of Beginning Teachers. Tips for Principals from NASSP.
PUB DATE- Sep 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Role; •Beginning Teacher Induction; •Beginning Teachers; Elementary Secondary Education; Feedback; •Inservice Teacher Education; Principals; Social Networks; •Teacher Supervision

The performance enhancement model (PEM) presented in this information sheet will help administrators and supervisors establish a school program to meet the special needs of first-year teachers. Inservice sessions for new teacher training should be played with the help of peer supervisors who are chosen by the principal for their teaching and organizational ability and training should include seminars on the following basic themes: (1) getting started; (2) classroom management; (3) instruction; (4) diagnosis and assessment; and (5) parental involvement. An ongoing procedure for supporting and assisting beginning teachers should be established that will include networking, a system for feedback, and involving first-year teachers in planning a summer enrichment program so that performance enhancement can continue throughout the year. A PEM checklist is included. (MLF)

ED 324 406 CE 055 676

Velis, Jean-Pierre

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Through a Glass, Darkly. Functional Illiteracy in Industrialized Countries.

PUB DATE- 90

NOTE- 137p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developed Nations; *Economic Development; Educational Improvement; Educational Needs; Educational Philosophy; Educational Practices; Foreign Countries; *Functional Literacy; *Literacy Education; *Politics of Education

This book offers a personal account of a phenomenon largely ignored until recently: functional illiteracy--a condition that affects millions in the industrialized world. The book looks at functional illiterates in industrialized countries throughout the world, recounts their stories, and describes efforts to overcome and eliminate functional literacy. It is critical of bureaucracies that have ignored the problem and regards many of the attempts that have been made as fruitless. It points to newer methods of holistic education as more promising and warns that industrialized countries must deal with the problem now in order to stave off economic crisis when the baby-boom generation retires. The book ends with 99 reference notes. (KC)

ED 324 436 CE 055 946

Council, Delia L.; And Others
Literacy Assistance Center, New York, NY.
Youth and Literacy. A Critical Issues Paper.
SPONS. AGENCY- New York City Mayor's Office of Educational Services, NY.
PUB DATE- Jun 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *English (Second Language); *Literacy Education; Participant Characteristics; Student Characteristics; *Young Adults; Youth; *Youth Programs
IDENTIFIERS- *New York (New York)

This critical issues paper presents information on the young people served by the New York City Adult Literacy Initiative. It profiles the youngest students, ages 16-24, who were served by the Initiative in the program year 1987-88. Since more than 95 percent of youth enrolled in literacy classes were enrolled in Basic Education and English for Speakers of Other Languages classes, the report and all the statistics focus on the youth enrolled in these two programs. Data are presented on gender, ethnicity, entry level, prior educational experience, employment, and educational attainment patterns. Three of the largest special youth programs are described: (1) the Young Adult Learning Academy, a school developed for low level readers who often go unserved by other programs; (2) Youth Internship Program, designed to help students between the ages of 17 and 21 earn a General Educational Development degree and obtain an entry-level job; and (3) City Volunteer Corps, a local variation of a national youth service initiative. Other staff development services sponsored by the Literacy Assistance Center are outlined. A series of programmatic and systemic recommendations indicated by the student profiles are set forth. (13 references) (YLB)

ED 324 482 CE 056 017

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Better Utilizing an Older Workforce: A Focus on Intergenerational Day Care. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, One Hundred First Congress, First Session.

PUB DATE- 13 Sep 89

NOTE- 249p.; Document contains some light type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Caregivers; *Child Care Occupations; Day Care; Day Care Centers; Hearings; Intergenerational Programs; *Labor Needs; *Older Adults; *Part Time Employment; Policy Formation; *Public Policy; *Retirement; Retirement Benefits

IDENTIFIERS- Congress 101st; Job Training Partnership Act 1982; *Social Security

This document reports the oral and written testimony of witnesses at a Congressional hearing held to examine ways to use the abilities of the rapidly growing older population, particularly in professions such as child care where they have the potential of making an important contribution to the education and care of the children of the United States. Witnesses included members of Congress, officials of the U.S. Department of Labor and the Social Security Administration, officials of the National Council on Aging, the mayor of Union City (New Jersey), a project director of a day care program in New Jersey, the director of the New Jersey Department of Senior Employment Services, and the public affairs director of the National Association for the Education of Young Children. The witnesses testified about proposed legislation that would exempt child care earnings from the Social Security earnings test so that more older adults would be willing to be employed as child caregivers. The witnesses favored doing away with the earnings test entirely, since it usually is a disincentive for older Americans to work. They also wanted Job Training Partnership Act provisions changed so that older persons could be trained for child care, as is being done by the New Jersey project, without being required to work full time, which many older people do not want. Reports included in the transcript point to the need to reconsider older adults and their training and employment needs as well as the work force needs of the country. (KC)

ED 324 526 CE 056 116

McElhinney, Kerry; Pershing, James A.
Indiana Univ., Bloomington. Vocational Education Services.

From the Model T to Theory Z: Teaching Economics in Vocational Education. A VES Briefing Paper.

SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Economics; *Economics Education; *Educational Needs; Elementary Secondary Education; Integrated Activities; *Integrated Curriculum; Student Projects; *Vocational Education

In a tight labor market, the whole educational system must help prepare students for work, and part of that preparation must be economics education. The goal of economics education is to help develop in young people an ability to understand and make reasoned judgments about major economic questions facing society and themselves as members of that society. Economics education creates responsible citizens and effective decision makers. Studies have shown that the basic concepts of economics can be taught in secondary school or even earlier grades. Other factors to be considered in choosing when to teach economics include socioeconomic status and motivation. Three basic strategies for integrating economics instruction in vocational education are academic, vocational, or a combination. Each has advantages and disadvantages. Schools should use all resources at their disposal to teach economics. Resources could include Junior Achievement or other business or civic groups; colleges, universities, or other educational institutions as sources of theoretical expertise; and SCORE (Service Corps of Retired Executives) and similar agencies for business expertise. Some ideas that can be used to incorporate economics into vocational education include involving the entire class in making a product or providing a needed service. (14 references) (YLB)

ED 324 575   CG 022 830

Gassman, Roberta; Deutsch, Nancy
Wisconsin State Dept. of Public Instruction, Madison.
Increasing Options through Life/Work Planning: For Teachers and Counselors To Use with Young People Ages 13-18. Bulletin No. 0502.
PUB DATE- Aug 90
NOTE- 144p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Career Awareness; *Career Counseling; *Career Education; *Career Exploration; *Career Guidance; Course Objectives; Curriculum Design; Curriculum Guides; Education Work Relationship; Life Satisfaction; *School Counseling; Secondary Education; Self Actualization
IDENTIFIERS- Wisconsin

This workbook consists of instructional materials for teachers and counselors to use in meeting middle and high-school students' need for developing individual potential, achieving self-fulfillment, and pursuing vocational and career aspirations and effective family life. It is based on the concept of life/work planning, a discipline and a strategy that encourages students to take control of their lives and live within a world of conscious choices and maximum options. The materials are divided into 10 modules: (1) Why Life/Work Planning?; (2) Who Am I?; (3) Life Decision Making; (4) Exploring Expanded Life Roles; (5) Identifying My Skills; (6) Relating Values to Employment; (7) Relating Income Needs to Employment; (8) Investigating Occupations; (9) Enrichment through Leisure and Recreational Activities; and (10) Setting Life Goals. Each module contains a rationale, objectives, a list of materials needed, and a suggested time limit for the module, as well as specific, step-by-step instructions for workshop activities and handouts. Modules 1 to 4 are intended for Grades 7 and 8, while all 10 modules are to be used in their entirety for grades 9 through 12. The materials include a total of 30 classroom periods (50 minutes each) of activities which can be used in single or double time periods. Appended is a list of the project staff and advisory committee. (TE)

ED 324 606   CG 022 862

Boright, Lucinda
Anorexia Nervosa.
PUB DATE- Aug 90
NOTE- 75p.; Seminar paper, Master of Education Degree, Ohio
  University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Anorexia Nervosa; Behavior Change; Body Image;
  Counseling Effectiveness; *Counseling Techniques; Counseling
  Theories; *Females; *Self Concept
IDENTIFIERS- *Family Therapy

The purpose of this literature review is to develop a conceptual framework for counseling anorexic female clients. Literature is reviewed in the areas of the clinical picture for identifying anorexics; assessment tools for developing a therapeutic plan; cognitions and behavior change over time; and combining individual psychotherapy with family therapy. The literature reviewed agreed that disturbance in body image was a criterion for diagnosing anorexia nervosa, but some disagreement was found on the criteria of body weight, fear of gaining weight, and amenorrhea. Nine assessment tools for use in assessment of anorexic patients are reviewed. Among these nine tools are three measures specific to eating disorders; one general psychological test to measure depression; two measures to assess fear of interpersonal evaluation and social anxiety and social avoidance behavior; two interview forms of assessment for treatment planning, diagnosis, and research; and one evaluation of body image. It is recommended that anorexics seek both individual and family therapies. More research to establish facets of particular theories applicable to success in treatment of anorexics is recommended. The paper concludes with the the suggestion that perhaps a new theory specifically for anorexia nervosa will evolve that addresses clinical identification, targets assessment tools, and treats the individual within her family. (ABL)

ED 324 688 CS 212 543

Juliebo, Moira F.; Jackson, Robert K.

Partnership in Teacher Education: Language Arts Education. Research Progress Report.

PUB DATE- May 90

NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; Elementary Education; *English Teacher Education; Foreign Countries; Higher Education; Instructional Innovation; *Language Arts; Professional Development; Research Methodology; *Theory Practice Relationship

IDENTIFIERS- Alberta (Edmonton)

This paper describes the ongoing process of a partnership project between the staff of an elementary school and senior education students enrolled in a language arts minor. The project detailed in the paper is measuring the effectiveness of a school-based language program and examining the impact of the program on the staff of the school in terms of feasibility and professional growth. The paper explains that the project involves the teaching of a 9-credit curriculum and instruction course in an elementary school by a team of three instructors (two from the university and the school administrator) in partnership with the school staff of 22 teachers and 25 university students. Following an introduction which outlines the project, the paper's four sections discuss: (1) Relationship to Existing Research and Literature; (2) Research Plan and Methods; (3) Research Procedures and Schedule; and (4) Preliminary Observations. (SR)

ED 324 738 EA 022 091

Lake, Sara
California League of Middle Schools, Sacramento.
Making the Transition to Middle Level Schools. Practitioner's
Monograph #10.
PUB DATE- Apr 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; Elementary Secondary Education; Intermediate Grades; Junior High Schools; Long Range Planning; *Middle Schools; Needs Assessment; Organizational Objectives; Planning Commissions; Program Evaluation; Scheduling; School Community Relationship; *School District Reorganization; School Organization; *School Restructuring; State Boards of Education; State School District Relationship; Teacher Participation
IDENTIFIERS- *California; Monterey Peninsula Unified School District CA

A middle-grade restructuring effort implemented by the Monterey Peninsula Unified School District is described in this report. A literature review and interviews with four educators experienced in restructuring explore issues in middle-school transition at the school and district levels. Topics related to the implementation process include needs assessment, the school/State Board of Education relationship, cooperative planning, planning team formation, and the leadership role. The following specific issues are briefly discussed: individual and district reorganization; teacher assignment; curriculum development; orientation; school climate improvement; implementation and evaluation; and scheduling. A list of resources is provided. (12 references) (LMI)

ED 324 802 EA 022 331

Butler, Jocelyn A.; Batey, Anne
Northwest Regional Educational Lab., Portland, OR. School Improvement Program.
School Improvement Network 1990 Directory.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 210p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; Educational Objectives; *Educational Practices; Elementary Secondary Education; *Excellence in Education; *Improvement Programs; School Effectiveness; Social Networks; Student Attitudes; Student Behavior; Student Educational Objectives; *Student Improvement; Teaching Methods
IDENTIFIERS- *Onward to Excellence

This directory contains information about schools that are working to improve student performance through the school-based management process "Onward to Excellence." Over 600 schools were sent questionnaires asking for detailed information about activities using "Onward to Excellence" and about results of that work. Data received from 293 schools are featured, including information from 162 elementary schools, 56 middle/junior high schools, 44 high schools, and 31 schools serving multiple levels of students. Each responding school is included once in the alphabetical listing for one of the four school categories given in the directory. Three indices are provided: (1) the list of practice clusters from "Effective Schooling Practices: A Research Synthesis"; (2) a chart noting which schools selected which practice clusters in creating their prescriptions for improvement; and (3) goals selected by schools in the areas of student academic achievement, student attitude, and student behavior. (MLF)

ED 324 422 CE 055 874

Robertson, Barbara; Stevenson, Nancy
Paris Independent School District, Tex.; Paris Junior Coll., Tex.
Nursing. A Basic Course Outline for Health Careers I (Grade 11). A
Four Year "2+2" Articulated Curriculum for the Occupation of
Nursing.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 90
NOTE- 132p.; For related documents, see CE 055 875-877.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; *Competency Based Education; Course Descriptions; Curriculum Guides; Grade 11; High Schools; Job Skills; *Nurses; Nurses Aides; *Nursing Education
IDENTIFIERS- 2 plus 2 Articulation Plan

This course outline provides materials for the first course in a series of four courses that are included in a "2+2" curriculum for the occupation of registered nurse. It is part of a planned and articulated 4-year curriculum that spans the junior and senior years of high school and the freshman and sophomore years of the postsecondary institution. Introductory materials include the philosophy and conceptual framework of the nursing curriculum; occupational objectives, occupational descriptions, and curriculum outline; and curriculum and course objectives. Fifteen units are provided, each of which consists of a set of competencies, ranging in number from 1 to 21. A sheet for each competency details the terminal objective, enabling objectives, teaching methods, references, equipments/supplies, and evaluation methods. Unit topics are: medical terminology; anatomy and physiology; health care past and present; communication skills; ethical-legal issues; first aid and emergency care; employment skills; vital signs; infection control and asepsis; safety and mobility; health career math; leadership concepts and skills; personal qualities of health worker; personal care skills; and nutrition. Other contents include: a line drawing of an instructional facility; list of supplies and equipment; 13-item bibliography; student competency profile; matrix of elements essential to the competencies; and procedural plan for verifying mastery of competencies. (YLB)

ED 324 451 CE 055 968

Pomeroy, James L.

Determining the Computer Literacy Levels of Vocational Teachers in Southern Nevada and Developing a Computer In-Service Program for Vocational Teachers.

PUB DATE- Jun 90

NOTE- 147p.; Doctoral research project, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Computer Literacy; Employment Qualifications; *Inservice Teacher Education; Postsecondary Education; Secondary Education; *Vocational Education Teachers; Workshops

IDENTIFIERS- *Nevada

A study was conducted to achieve the following objectives: (1) to determine the computer skills level of the vocational teachers in Southern Nevada; (2) to design a computer literacy inservice program targeting the specific instructional needs of vocational teachers with deficient skills; (3) to develop a plan for evaluating the inservice training program; and (4) to develop an implementation plan for continued computer literacy inservice training and an undergraduate computer literacy training program for vocational teachers in university teacher training programs. A questionnaire was mailed to 43 vocational teachers and returned by 37, for a response rate of 86 percent. The same questionnaire was used for personal interviews with an additional 78 teachers. The following were among the findings: (1) 50 percent of the vocational teachers in Southern Nevada were not computer literate; (2) 100 percent of electronics teachers were computer literate; (3) 73 percent of drafting teachers were computer literate; (4) 14 percent of welding teachers were computer literate; (5) there were no significant statistical differences in computer literacy levels between secondary and postsecondary teachers or between teachers receiving content area training from different college and industry sources; (6) 62 percent of the computer literate vocational teachers indicated that they were self-taught; and (7) 71 percent indicated that they learned their computer skills after beginning to teach. The document provies an 11-page bibliography and an appendix that includes the survey form and materials related to a proposed computer literacy workshop (assessment forms, a list of performance objectives, and detailed lab assignments). (CML)

ED 324 511 CE 056 090

Oklahoma State Dept. of Vocational and Technical Education,
Stillwater.

The Impact of Applied Academic Skills in Vocational and
Nonvocational Classrooms as Seen by Teachers: A Focus Group Study.
Oklahoma Basic Skills Pilot Project.

PUB DATE- 9 Jul 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Education; Basic Skills; Communication Skills;
Demonstration Programs; *English Instruction; High Schools;
*Integrated Curriculum; *Mathematics Instruction; Program
Evaluation; *Teacher Attitudes; *Technology; *Vocational Education
IDENTIFIERS- *Oklahoma

A modified focus group approach was used to assess the perceptions of teachers involved in basic skills pilot site projects in Oklahoma after the second year. The two 5-year projects were implemented to develop, apply, evaluate, and advance approaches that strengthen basic competencies of students enrolled in vocational programs. Of the three applied courses--Applied Math, Principles of Technology (PT), and Applied Communications, teachers viewed Applied Math most favorably. Although instructors were also generally positive about PT, opinions about Applied Communications were not as positive. The main difficulty was that it was "really not English." Teachers felt a strong need for effective communication among teachers at individual schools, teachers at different schools, teachers and administrators, and school personnel and the community. They noted the following changes and outcomes: changes in the students, especially in the applied math courses; increased communication among teachers; and changes in teachers, such as changed teaching style, different view of basic skills, and different view of vocational education. Teachers were supportive of the basic skills program. Three main areas of advice were given: (1) basic skills enhancement needs to begin early, before students are juniors and seniors in high school; (2) teachers need to communicate often and effectively with one another; and (3) teachers should take advantage of workshops and others who can help. (YLB)

ED 324 559 CG 022 813

Steinberg, Laurence; Dornbusch, Sanford M.
National Center on Effective Secondary Schools, Madison, WI.
Negative Correlates of Part-Time Employment during Adolescence: Replication and Elaboration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- 20 Jun 90
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; Adolescent Development; *Adolescents; Anxiety; Behavior; Delinquency; Depression (Psychology); Drinking; Drug Use; High Schools; High School Students; Parent Child Relationship; *Part Time Employment; Personal Autonomy; *Student Employment; Working Hours

This study examined the relation between part-time employment and adolescent behavior and development in a multi-ethnic, multi-class sample of approximately 4,000 15- through 18-year-olds. The results indicated that long work hours during the school year were associated with diminished investment in schooling and lowered school performance, increased psychological distress and somatic complaints, higher rates of drug and alcohol use, higher rates of delinquency, and greater autonomy from parental control. Workers did not have any advantages over nonworkers with respect to self-reliance, work orientation, or self-esteem. The correlates of school-year employment were closely linked to the number of hours worked each week and generally cut across ethnic, socioeconomic, and age groups, although the association between hours of employment and poor school performance was clearer among White and Asian-American adolescents than their peers. Nevertheless, in no ethnic or socioeconomic group were the correlates of employment positive, either in terms of lower rates of dysfunctional behavior, better school performance, or enhanced psychosocial well-being. These and similar findings from previous research suggest that parents, educational practitioners, and policy-makers should continue to monitor the number of weekly hours adolescents work during the school year. (Author)

ED 324 622 CG 022 884

Schein, Howard K.; And Others
American Coll. Personnel Association, Washington, D.C.
Giving Advice to Students: A Road Map for College ACPA Media Publication No. 44.
PUB DATE- 87
NOTE- 146p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Faculty; College Students; Higher Education; *Student Development; *Student Personnel Services

This book is written for faculty and student affairs professionals. Its goal is to assist these professionals in helping students learn to set their own directions, while knowing how and where to get help at all stages. Two premises underlie the book: that students often do not make optimal use of their colleges because they are not acquainted with the underlying principles of academic life; and that the tasks of working through the academic structure, planning a satisfying undergraduate education, and learning how to use academic resources are developmental processes that can make college a rewarding experience. The two major objectives of the book are to use students' needs as the focal point for demonstrating how academic and student affairs issues are wedded and to present a scheme for teaching students self-advising skills and strategies. Chapter 1 discusses an intersection for academic and student affairs; chapter 2 describes the common ground underlying these two sectors. Chapters 3 through 7 each consist of two parts, one presenting conceptual and practical approaches to a problem area and the second consisting of relevant short essays. Chapters 3 through 7 deal with: The Myth of the Academic Major (chapter 3); Making Resources Visible (chapter 4); Some Basic Job Search Strategies (chapter 5); Schooling Beyond the Bachelor's Degree: Fact and Fiction (chapter 6); and A Primer on Counseling Skills: Identifying, Helping, and Referring Troubled Students (chapter 7). References are included. (NB)

ED 324 638 CS 010 257

Myers, Jamie M.
Purpose--Need--Task: A Case Study of Six Respondents' Beliefs about Why They Read.
PUB DATE- 86
NOTE- 117p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Case Studies; Interviews; Observation; Reading Ability; *Reading Attitudes; *Reading Instruction; Reading Materials; Reading Research; *Reading Skills
IDENTIFIERS- Reading Behavior; Reading Concepts; Reading Motivation; *Reading Uses

This research report discusses a study which examined the purposes of reading in six respondents. Chapter 1 introduces the six respondents of the study and the inquirer; reasons for the study are briefly explained. Chapter 2 presents glimpses of several observations of classroom settings. Chapter 3 covers the methodology which guided the inquirer through the first three observations. The fourth chapter presents one interview with each respondent; the four student respondents are followed by two teacher respondents. Chapter 5 discusses the methodology which guided the inquirer through the middle 12 interviews. The chapter explains shifts in the study's focus, data analysis, and methods in relationship to the interviews with respondents and debriefings with colleagues; the preliminary set of categories to explain purposes for reading are dismissed, as the study branches out in middle directions mostly unfocused by the inquirer. Chapter 6 presents each respondent's inner view of reading and purposes for reading. The chapter attempts to meld the observation and interview data for each respondent into six self-portraits. Chapter 7 presents the final methodology of the study. It traces the plan for the final six interviews with the respondents and reflects upon the trustworthiness of the study's methodology and consensus. Chapter 8 is divided into two sections. The first section presents a consensus viewpoint of the respondents' construction of the reading purpose. The second section presents some reflection on future hermeneutics that seem to be the seeds of the report's conclusions. Appendixes include audit trail code, audit trails for chapters two, four, and six, daily log of activities, and informed consent letters. (MG)

ED 324 672 CS 212 526

Edwards, Peter; Sparapani, Ervin
Study Experiences for the Language Arts.
PUB DATE- 27 Oct 90
NOTE- 11p.; Paper presented at the Annual Fall Conference of the Michigan Council of Teachers of English (Lansing, MI, October 27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Critical Reading; Critical Thinking; Individualized Instruction; *Language Arts; *Learning Strategies; Literature; Schemata (Cognition); Teacher Role; *Thinking Skills
IDENTIFIERS- Content Area Study Experiences

The Content Area Study Experiences (CASE) system is designed to provide students with study experiences based on conceptual frameworks which transcend the limitations of content. Addressing the wide range of abilities, interests, and levels of achievement among the student population, the CASE model operationalizes essential skills and offers vital learning experiences by enabling students to construct and select schemata for study purposes in various aspects of the language arts. Knowledge, analysis, evaluation and application are developed in the form of a study guide in which students may select from a variety of questions involving the various levels of the cognitive taxonomy, a gradual progression through the higher-order thinking skills, and the choice of either left-brain, right-brain, or whole-brain activities. The CASE model also provides numerous, on-going opportunities for teachers to maintain meaningful dialogue with students regarding their educational needs and progress. (Two figures illustrating the CASE model and a study guide for language arts are included.) (KEH)

ED 324 705 CS 507 254

Association for Education in Journalism and Mass Communication.
Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part II: Mass Media Studies.

PUB DATE- Aug 90
NOTE- 348p.; For other sections of these proceedings, see CS 507 253-255, and ED 323 566-573.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; Broadcast Industry; Communications; Creativity; Cultural Influences; Eskimos; Higher Education; *Journalism; Journalism Education; *Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Media Research; Political Campaigns; Politics; Presidents of the United States
IDENTIFIERS- Deregulation; Local Media; Organizational Behavior

The mass media studies section of the proceedings includes the following 14 papers: "Media Use, Political Activity and the 'Climate of Opinion'" (Robert L. Stevenson and William J. Gonzenbach); "Seeing Is Believing: News as Cultural Ritual in Times of Disaster" (Sandra L. Haarsager); "Creativity and Creative Control in the Work of American Music Radio Announcers" (Steven O. Shields); "Communications and Cultural Survival: Satellite Television in the Alaskan and Canadian Arctic" (Mick Mulcrone); "Obstacles to Media Agenda-Setting" (Wayne Wanta and Mahmoud Mahmoud); "The Politics of Broadcast Deregulation: Beyond Krasnow, Longley, and Terry's 'Broadcast Policy-Making System'" (Haeryon Kim); "Priming Citizens' Vote Choices: The Effects of Campaign News" (Caroline Schooler); "Routine Newswork and the What-a-Story: A Case Study of Organizational Adaptation" (Dan Berkowitz); "Media Strategies: A Study of Two Presidencies" (Francis E. Cheslik); "Setting the Media's Agenda: A Power Balance Perspective" (Stephen D. Reese); "News Coverage of Candidate Morality: Who Uses It and Why" (Judith M. Buddenbaum); "Religion and Mass Media Use for Voting Decision during the 1988 Presidential Election Campaign" (Judith M. Buddenbaum); "Concentration in Local Television Markets" (Benjamin J. Bates); and "In-Depth Coverage and Commentary in Local Television News" (James M. Bernstein and Stephen Lacy). (SR)

ED 324 769 EA 022 291

Begley, Paul T.; And Others
Influences on the Socializing Experiences of Aspiring Principals.
PUB DATE- Jun 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Victoria, BC, June 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Characteristics; Administrator Education; *Administrator Effectiveness; Administrator Role; Certification; Followup Studies; Foreign Countries; Higher Education; *Instructional Leadership; Management Development; Motivation; *Occupational Aspiration; Occupational Surveys; *Principals; *Socialization
IDENTIFIERS- *Northwest Territories

Research has provided an increasing amount of information about the work-related behaviors associated with effective school administrator practices. Considerably less is known about the factors that bring individuals to pursue school leadership positions and enroll in principal preparation programs. The focus of this paper is research on the factors influencing the socialization experiences of 87 aspiring and incumbent principals prior to and during their participation in the Northwest Territories Principal Certification Program. Analysis of responses to survey questions identified 12 factors as influences on the candidates' decision to pursue training for the principalship. The following four factors were most strongly represented: skill development; pursuit of knowledge; "step in the career ladder"; and "desire to broaden or gain perspective." Findings indicate that relationships with subordinates, peers, and subordinates, were not strong influences on decisions to pursue a principalship or seek training; on the other hand, once a decision to pursue training has been made, the data suggest that the actual choice of a training program can be significantly influenced by others. In the case of the Northwest Territories program, the steady encouragement provided by regional officials and incumbent principals to their subordinates appears to have had a positive impact, as did also the perceived quality of the program as reported by participants. However, preliminary results suggest that the socializing factors which most significantly influenced decisions to pursue both the principalship and training were those motivators derived from the individual's inner processes. (23 references) (MLF)

ED 324 786 EA 022 315

Washington State School Directors Association, Olympia.
Schools in the Year 2000: A Futurescape.
PUB DATE- Oct 90
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Academic Achievement; Agency Cooperation; Boards of Education; Budgeting; Community Involvement; Cooperative Education; Curriculum Development; Educational Administration; *Educational Assessment; Educational Environment; Educational Needs; *Educational Objectives; *Educational Policy; Educational Technology; Facility Improvement; *Futures (of Society); Governance; Institutional Mission; Long Range Planning; Parent Participation; Resource Allocation; *Role of Education; School Business Relationship; Staff Development; Statewide Planning; Student Needs
IDENTIFIERS- *Washington

Thirteen vision statements that describe an ideal system of public education to be implemented in Washington by the year 2000 are presented. The statements are based on four themes: performance outcomes; student education plans; parent, community, and business involvement; and interagency collaboration. Performance goals and strategies to measure the progress of each vision statement are included. The vision statements address the following topics: students; learning environment; social needs; teaching; curriculum; technology; facilities; funding; resources; business community partnerships; school boards' leadership role; governance; and school family relationship. (LMI)

ED 324 819 EA 022 358

Oxnard School District, Calif.
Models of Year-Round Education Calendars.
PUB DATE- Mar 90
NOTE- 52p.; Some figures may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Educational Innovation; Elementary Secondary Education; *Enrollment; Flexible Scheduling; Scheduling; *School Organization; School Schedules; School Support; Summer Programs; Summer Schools; *Year Round Schools
IDENTIFIERS- Los Angeles City Schools CA

Presenting a short summary of the advantages and disadvantages of four different year-round education calendars including three- and four-track schedules and four- and five-term quarter systems, this document contains numerous graphs, sample calendar models, and schedules. Also detailed within this document is a proposed year-round calendar for the Los Angeles School District. The Los Angeles School Board adopted a continuous education schedule, with which all the district's schools must comply by 1991, because enrollment growth in the region is outpacing the district's ability to build new schools. While new schools are under construction in the area, other relief measures are necessary and a year-round calendar will create more classroom seats by using existing facilities through the summer months. It is important to recognize that year-round education in California is an alternative schedule for learning; it is not an alternative curriculum for learning. Students will still attend 180 days of school, but the traditional 3 month summer vacation will be divided into several shorter vacation periods that are spread throughout the year. The "multi-track" schedule of year-round education increases each school's capacity by staggering instructional and vacation blocks with groups of students: while one track is on vacation, another track can use its space. (KM)

ED 324 836 EC 232 180

Wieck, Colleen, Ed.; McBride, Marijo, Ed.
Minnesota Univ., Minneapolis. Research and Training Center on
Community Living.
Family Support.
PUB DATE- 90
NOTE- 21p.; "Feature issue on family support."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Delivery Systems; *Developmental Disabilities; *Family Programs; Family Role; *Federal Legislation; Organizations (Groups); Parent Attitudes; Parent Responsibility; Parent Rights; Respite Care; Services
IDENTIFIERS- *Education of the Handicapped Amendments 1986

This "Feature Issue" of the quarterly journal "Impact" presents 19 brief articles on family support systems in the United States for persons with developmental disabilities and their families. Emphasis is on provisions of Public Law 99-457. Articles include: "Family Support in the United States: Setting a Course for the 1990s" (James Knoll); "Keeping Families Together: Subsidies, Waivers, and CHCO (Children's Home Care Option)" (Thomas R. Fields); "Rx: Children's Home Care Option:" (Georgianna Larson); "Federal Law Gives Families Control of Services to Their Young Children" (Norena Hale); "Legal Empowerment" (Stephen E. Scott); "Integrating Parents with Agency Staff" (Matthew M. Pope); "Kyle's Success Story" (Linda Horkheimer); "Training Families to be Case Managers" (Marijo McBride); "Technology as Family Support" (Rachel Wobschall and Erik Aasland); "Computers: Accessing a New World of Opportunity" (Jon Skaalen); "From Surviving to Thriving: One Family's Transformation" (Cindy Scattergood); "Teen Sitters Offer Child Care Alternative" (Anita Lavasseur); "Respitality: Giving Families a Break" (Maureen Horton); "In-Home Support from a User's Point of View" (Dorothy and Edward Skarnulis); "ARC (Association for Retarded Citizens)=Parent Power" (Karen Grykiewicz); "Project Seeks Answers from Families" (Ann and Rud Turnbull); "Families Educating Policymakers About Family Support" (Fran Smith); "Minnesota's Partners in Policymaking" (David Hancox and Thomas Zirpoli); "Personal Futures Planning: A Focus on the Positive" (Kay Zwernik).

ED 324 407 CE 055 810

Ohler, Jason

Distance Education and the Transformation of Schooling. Living and Learning in the Information Age.

PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Distance Education; Educational Change; *Educational Improvement; *Educational Innovation; *Educational Media; *Educational Philosophy; Elementary Secondary Education; *Futures (of Society); Lifelong Learning; Mass Instruction; Nontraditional Education; Postsecondary Education; Telecommunications

Education in the United States desperately needs new tools, new approaches to learning, and new educational contexts more in touch with the world as students will experience it after leaving school. Changes of this magnitude require a fresh perspective that allow society to travel familiar territory with a renewed identity and idealism. Distance education provides such a perspective. In its most positive application, it is used to cross difficult physical and social boundaries; reach minorities, high risk learners, and the handicapped; and equalize opportunity for the nation's disenfranchised. At its worst, it uses its incredible power to reach large numbers to reinforce old standards and misconceptions and propagate new ones. In both cases it incorporates the techniques and technologies that seem unnatural in typical classroom settings and yet are part of the everyday environment students will encounter after graduation. But distance education is more than just another attempt by the education community to silence its critics. It is a step in social evolution, an imaginative and yet practical attempt by society to invest itself with the survival skills needed in a highly competitive world that increasingly values the educated, cooperative, and technologically competent citizen. (Author/KC)

ED 324 467 CE 055 995

Beltran, Alejandro C.; And Others
Florida Atlantic Univ., Boca Raton. Adult Education Div.
Resources for Exceptional Adult Education: An Annotated Bibliography.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 87
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Education; Audiovisual Aids; Curriculum Guides; *Disabilities; *Educational Resources; *Evaluation Methods; *Exceptional Persons; Hearing Impairments; Learning Disabilities; Mental Retardation; Physical Disabilities; *Research Reports; Speech Handicaps; Visual Impairments

This annotated bibliography describes materials that can be helpful to adult educators working with exceptional adults. The bibliography includes 186 citations of resource materials, assessment materials, training guides, curriculum guides, research findings, films, and general information. The opening section consists of citations of general information relating to handicapped adult students. These are followed by citations organized within seven categories of disabilities: blind/visually impaired, physically disabled, deaf/hearing impaired, reading and speech impaired, learning disabled, and mentally retarded. Most citations include an abstract of the material. Some materials cited discuss techniques that have been used successfully with exceptional children. (KC)

ED 324 654 CS 010 273

Advanced Technology, Inc., Indianapolis, IN.
Thinking about Reading about Thinking about Reading about Thinking. Advanced Skills in Chapter 1. Workshop. Leader's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 139p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; Program Guides; Reading Instruction; Resource Materials; *Thinking Skills; *Workshops; Writing Instruction
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Designed to assist technical assistance center staff members and other inservice providers, this workshop leader's guide contains step-by-step procedures for preparing, organizing, and presenting a one-hour workshop on advanced skills for teachers, administrators, and others associated with Chapter 1 programs. Sections of the guide include: (1) an introduction, "getting started," and a workshop outline; (2) blackline masters for the participant handouts and overhead transparencies referred to in the workshop outline; (3) a brief overview of advanced skill topics; (4) resource articles and support materials including additional activities and suggestions; and (5) a 170-item bibliography of additional sources of information. (RS)

ED 324 754   EA 022 263

General Accounting Office, Washington, D.C.
Budget Issues: Effects of the Fiscal Year 1990 Sequester on the Department of Education. Fact Sheet for the Chairman, Committee on the Budget, House of Representatives.
PUB DATE- Aug 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Budgets; *Federal Government; *Federal Programs; *Federal Regulation; *Financial Problems; Fiscal Capacity; Government Publications
IDENTIFIERS- *Department of Education; *Sequestration (Budgets)

The Balanced Budget and Emergency Deficit Control Act of 1985, as amended, establishes deficit targets to lead to a balanced unified budget by fiscal year 1993. If the Office of Management and Budget projects a deficit in excess of the target amount plus $10 billion, the President must issue a sequester order to reduce budget resources sufficiently to reach the target deficit level. The fiscal year 1990 sequester reduced the Department of Education's budgetary resources by $266.1 million, or 1.1 percent of its $24.5 billion budget authority for the year. Department officials believe the sequester's overall impact was minimal. After the sequester, the Department's funding was 5.1 percent higher than in fiscal year 1989. The greatest negative impact was reported in two departmental accounts that experienced funding difficulties beyond those created by the sequester: Program Administration and Office for Civil Rights. (MLF)

ED 324 498 CE 056 053

Beck, Robert H.
National Center for Research in Vocational Education, Berkeley, CA.
Polytechnical Education: A Step.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Education; Educational Change; Educational History; Educational Improvement; Educational Innovation; *Educational Philosophy; Foreign Countries; *Foundations of Education; High Schools; *Integrated Curriculum; *Vocational Education
IDENTIFIERS- *Polytechnics; *USSR

Relating vocational to academic programs in U.S. high schools is a challenge. Usually, more academic subjects are required for graduation, while vocational study is squeezed into the electives. This is not a balance; what is needed is an interaction between the academic and the vocational, the product of which is a general education persuasively stronger than what currently exists. Collaboration between teachers of vocational and academic studies will make academic studies more relevant and students will be less likely to drop out of school before graduation. Such a collaboration could be termed polytechnical education. The Soviet Union has developed a curriculum of polytechnical education, in an effort to establish "parity of esteem" of vocational and academic preparation. Soviet polytechnical education is rooted in the Marxist-Leninist ideology, which remains a powerful influence despite a move toward an economy responsive to the market. Soviet polytechnical education has different manifestations in rural and urban areas, but it has an essential structure. It can also facilitate vocational learning and career decision making. A polytechnical education system such as the Soviet Union has could be a step toward integrating academic and vocational education in the United States. (This paper contains an extension examination of the Soviet polytechnical system and 75 references.) (KC)

ED 324 543 CE 056 186

Norman, L.; And Others
Further Education Staff Coll., Blagdon (England).
Managing Resources in Agricultural Colleges. Information Bank
Working Paper Number 2326.
PUB DATE- Jul 87
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Role; *Agricultural Education; Agriculture; Colleges; *Educational Administration; *Educational Change; Educational Planning; *Educational Resources; Foreign Countries; *Futures (of Society); Higher Education; Postsecondary Education
IDENTIFIERS- *England

Three papers from a study conference are provided. "Is There a Future for Agricultural Education?" (L. Norman) attempts to answer this question. Part I puts forward suggestions as to why there may be no future for agricultural education. Part II suggests some ways of counteracting the problems enumerated in Part I. Part III offers suggestions on securing a future for agricultural education. The second paper, "Managing Resources in Agricultural Colleges--The Way Forward?" (F. Harper), is an overview of the present and future situation. It highlights areas that will need particular attention in management. Important developments in education and in the industry that will have an effect on resource management are discussed. Alternative approaches to college management in the future are then detailed. Finally, the paper considers how the changes in colleges should be managed. The final paper, "The Role of the Chief Administrative Officer" (R. Rogers), discusses changes and developments in the education service area that have had a considerable effect on the role of the registrar/chief administrative officer (CAO). The role and function of a CAO are then outlined. (YLB)

ED 324 590 CG 022 846

Matiella, Ana Consuelo
The Multicultural Caterpillar: Children's Activities in Cultural Awareness.
PUB DATE- 90
NOTE- 59p.; For other titles in this series, see CG 022 847-849.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; *Instructional Materials; Primary Education; *Young Children

This booklet is part of the "Children's Activity Series," a set of four supplemental teaching resources that promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The booklet includes eight easy-to-teach activities which introduce young children to the concepts of culture and cultural diversity. It provides a positive multicultural experience and includes illustrations and hands-on activities that help children prepare foods, build shelters, celebrate with music, and compare customs that express love and affection. Through the activities in the book, it is hoped that children will learn to appreciate their own uniqueness, respect similarities and differences among people, understand that many diverse kinds of people are Americans, and develop good feelings about themselves and others. This simply-structured teacher's guide is designed to help young children grow into adults who are open to the diversity of the world and its cultures. (NB)

ED 324 689 CS 212 544

Mason, Jana M.; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Children's Developing Knowledge of Words. Technical Report No. 513.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Children; Cognitive Development; Decoding (Reading); Instructional Effectiveness; *Language Acquisition; Primary Education; Reading Instruction; *Reading Research; Theory Practice Relationship; *Vocabulary Development; *Word Recognition
IDENTIFIERS- *Emergent Literacy
A literature review examined research on the acquisition of word identification and vocabulary understanding. One of its major themes was that children's understanding of words is best understood from the perspective of developing sensitivities to the English language. A second major theme is that acquisition of word identification skills and vocabulary knowledge centers on discovery of the regularity of the language. Both qualitative and quantitative studies were examined. The literature on word identification and vocabulary development stems from different theoretical and methodological orientations and so the studies need to be considered illustrative. Nevertheless, it appears that the patterns of findings support several important instructional implications. Instructicnal activities ought to take place in informal as well as formal settings, provide a broad rather than narrow focus, and engage children in a variety of activities. Instruction must also be carefully tuned to draw from and extend children's existing knowledge. (Author/SR)

ED 324 722   CS 507 296

Roubicek, Henry L.
Feedback: Instructional Decisions To Be Made in Performance Courses.
PUB DATE- 1 Nov 90
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Communication Research; *Feedback; Higher Education; Reinforcement; Self Evaluation (Individuals); *Speech Communication; Speech Instruction; *Teacher Effectiveness
IDENTIFIERS- Flanders System of Interaction Analysis

This study examined the feedback choices made by 12 professors which they executed in their freshman/sophomore level speech communication performance-based courses. Each instructor tape recorded and coded two 10-minute feedback sessions. Each teacher also responded in free writing form about self-correcting perceptions subsequent to the coding of these taped sessions. Results indicated that there were no significant discrepancies between feedback perceptions between the novice and the seasoned instructors. The public speaking teachers perceived greater direct influence feedback than those teaching other areas. The oral interpretation teachers perceived greater indirect influence feedback. Two of the public speaking teachers commented on their excessive use of direct influence. Two of the voice and diction instructors desired to move toward greater direct feedback. Each teacher discussed, or at least referred to, the importance of feedback in creating the appropriate climate and in encouraging students to develop and progress in their speech performances. (MG)

ED 324 739 EA 022 097

Arasim, Liz; Allie, Alex
Michigan Senate Fiscal Agency, Lansing.
School Improvement: An Overview. Issue Paper. "A Series of Issue Papers Examining Critical Budgetary Issues Facing the Michigan Legislature."
PUB DATE- Oct 89
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Class Size; *Educational Improvement; *Educational Policy; Elementary Secondary Education; *Excellence in Education; *Finance Reform; High Risk Students; School Choice; School Restructuring; State Aid; State Legislation; State Standards; Teacher Certification; Teacher Qualifications
IDENTIFIERS- *Michigan

Michigan's response to the call for educational improvement is described. Included are a discussion of the historical background; a review of the state's response to reform demands; an explanation of pending and enacted proposals; a summary of reform activities across the country; and an analysis of the effectiveness of the reform efforts. A detailed description of pending school improvement legislation in Michigan is contained in the appendix (half of the document). Legislation covers such topics as school improvement, school accreditation, schools of choice, hiring noncertificated teachers, reducing class size, and employability skills testing. (15 references) (LMI)

ED 324 803 EA 022 332

Lawther, Wendell C.; And Others

Evaluation of the Merit Schools Program. Final Report, Project No. 89-044 from July 1, 1989 to June 30, 1990.

PUB DATE- Jun 90

NOTE- 173p.; Report funded by the Service through the Application of Research (STAR) Program.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Incentives; Institutional Characteristics; Instructional Improvement; *Merit Pay; Merit Rating; Motivation Techniques; *Program Evaluation; Rewards; School Demography; School Districts; School Effectiveness; School Statistics

IDENTIFIERS- *Florida

The Florida Merit Schools Program is described and evaluated in this report. Program goals were to increase student academic performance and to provide economic incentives to school staffs. Research phases involved: document analysis of school district plans submitted to the state Department of Education; interviews with school personnel from five districts; mailed questionnaires to teachers, principals, and other administrators; and a stakeholders' conference. The results are presented in two sections: a descriptive and impact analysis. Findings indicate that the program is generally viewed as having a positive impact on instructional practices. Its effect is greatest in districts that award merit school dollars to purchase materials and equipment only, and the least effect in those that award salary supplements. The relationship between merit school winners and improved student achievement is unknown, due to the use of standardized achievement test scores. Recommendations are made for increased school autonomy in determining optional criteria and for the distribution of award money in forms other than salary supplements. Appendices include the interview guide, mailed questionnaire, conference program and participants, correspondence, examples of statistical models, survey results, attitude index analysis, and socioeconomic school data. (LMI)

ED 324 437 CE 055 947

D'Amico-Samuels, Deborah
Literacy Assistance Center, New York, NY.
Access to Adult Basic Education. African-American Perspectives.
Program Guidelines for Recruitment and Retention.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Jun 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Access to Education; *Adult Basic Education; *Blacks; Guidelines; Individual Characteristics; Outreach Programs; *School Holding Power; *Student Motivation; *Student Recruitment
IDENTIFIERS- *African Americans; New York (New York)

A study examined the incentives and barriers to participation in adult basic education programs for African-Americans in New York City. Data were collected in a series of focus group meetings. Participants were potential students who had contacted but not yet enrolled in a program. They saw strong personal motivation as the essential factor in contacting, enrolling, and persisting in adult basic education. This complex factor was strongly influenced by the social and economic context that shapes the individual histories of African-American adults in need of basic education, including prior educational experience, perceptions of job mobility, family and life-cycle influences, and individual goals. The second half of this report begins with recommended program guidelines to improve program outreach and recruitment, implement more humane intake procedures, and improve retention. The paper concludes with the challenges presented by the data for future policy, research, and practice concerned with African-American adults in need of basic education services. (Six references are appended.) (YLB)

ED 324 483 CE 056 018

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on H.R. 3266, the Workforce 2000 Job Training Partnership Act Amendments of 1989. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

PUB DATE- 19 Sep 89
NOTE- 161p.; Serial No. 101-55.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Dislocated Workers; *Employment Programs; *Federal Programs; Hearings; Job Skills; *Job Training; Minority Groups; *Older Adults; Postsecondary Education; *Program Effectiveness; *Program Improvement; Retraining
IDENTIFIERS- Congress 101st; *Job Training Partnership Act Amendments 1989

This document reports the oral and written testimony of witnesses at a Congressional hearing held to examine H.R. 3266, the Workforce 2000 Job Training Partnership Act (JTPA) Amendments of 1989. The bill is aimed at reforming JTPA targeting and training efforts. It focuses on critical support services and targeting issues and includes provisions to preserve funding and services for older worker training, to provide linkages between JTPA and Older Americans' Act programs, to provide child care services for JTPA trainees, to provide standard government accountability in the JTPA program, to develop critical labor shortage and wage data for a training base, to reform the Indian JTPA training program, and to update the Migrant Farmworker Program administration. Witnesses included representatives of education and training contractors, of Indian training coalitions, Congresspersons and Senators, and day care programs, state employment programs, and older workers, among others. Witnesses testified how JTPA is now working and what changes proposed by H.R. 3266 would affect them; they suggested other changes that should be made and reported how their constituents viewed the proposals. (KC)

ED 324 527 CE 056 117

Sutley, Amy; Pershing, James A.
Indiana Univ., Bloomington. Vocational Education Services.
Technology and the Changing Faces of Vocational Education. A VES Briefing Paper.
SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- Jul 89
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Competency Based Teacher Education; *Faculty Development; *Inservice Teacher Education; Postsecondary Education; Retraining; Secondary Education; *Teacher Improvement; Teaching Skills; *Technological Advancement; *Vocational Education Teachers

To maintain credibility, vocational teachers must be exposed to advanced technology in ways consistent with its use in their occupational specialty area, as well as contemporary techniques for using it in the delivery of instruction. The technical and teaching skills and knowledge of Indiana's vocational teachers must be continually upgraded. Change must be presented in the following contexts: the changing workplace, changes in education, the changing learner, changes in teacher responsibilities, and professional development concerns. A series of competency-based modules have been developed for vocational education teachers. They cover the general competencies teachers must learn to function effectively. Kansas, Alabama, and Michigan have developed statewide systems for professional development of teachers in the area of technology education. Some businesses and industries have also undertaken initiatives to further an understanding of advancements in occupational technologies and the use of technology in the classroom. They include Tandy Corporation/Radio Shack, Cummins Engine Company, Otis Elevator, Westinghouse, and Rogers Building Group. Mentorships have also been used as an innovative way of updating teachers' knowledge of their field of study. Individual teachers have also recognized specific needs and initiated their own programs. (27 references) (YLB)

ED 324 576 CG 022 831

Wisconsin State Dept. of Public Instruction, Madison.
Children at Risk: A Resource and Planning Guide. Bulletin No. 91065.
PUB DATE- Aug 90
NOTE- 237p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *At Risk Persons; *Childhood Needs; *Child Welfare; Curriculum Guides; Disadvantaged; Dropout Prevention; Drug Abuse; Early Childhood Education; *Early Intervention; Educational Diagnosis; Educational Environment; Elementary Education; *High Risk Students; Low Income Groups; *Potential Dropouts; Special Needs Students
IDENTIFIERS- *Wisconsin

This guide is intended to help educators develop, manage, and implement practices that have proven successful with children at risk. It contains the statutes and standards which direct Children At Risk programming in Wisconsin, program models, elements of successful programs, technical information about requirements and mandates, and steps to help educators design and implement effective programs. The guide also identifies links among human service providers which have been found to effectively serve the needs of children at risk. The following chapters are included: (1) Overview (the need for Children at Risk programs, the history of the Wisconsin Initiative, current legal requirements, dropout prevention, and evaluation criteria for effective Children At Risk programs); (2) A Foundation for Children At Risk Programs; (3) Providing a Safe and Orderly Environment; (4) Ensuring that Reforms and Standards have a Positive Effect; (5) Providing a Challenging Curriculum; (6) Using Appropriate Instructional Strategies; (7) Early Intervention; (8) Parental Involvement; (9) Multifaceted Approaches; (10) Work Experience Components; (11) Fostering Understanding, Sensitivity, and Effectiveness; (12) Enhancing Students' Perceptions of Self-Worth; (13) State/Local Coordination; (14) Alcohol and Other Drug Abuse Components; (15) Resources; and (16) Appendixes (administrative rules for programs, related legislation, sample truancy forms, school district standards and rules, acronyms, and a Children At Risk bibliography). (TE)

ED 324 607 CG 022 863

Hopkins, Bruce R.; Anderson, Barbara S.
American Association for Counseling and Development, Alexandria, VA.
The Counselor and the Law. Third Edition.
PUB DATE- 90
NOTE- 99p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselors; Court Litigation; *Ethics; *Laws; Legal Problems; Legal Responsibility; Standards; Taxes

This document is a general guide to assist counselors in conducting their practice in a legal and ethical manner. It outlines broad legal pitfalls that could trap unwary or uninformed counseling professionals. After an introduction to the counseling profession, the second chapter provides an overview of the law and ethics. The third chapter deals with the counselor-client relationship and protecting client confidences. Specific topics include the duty to warn and court appearances. Chapter 4 discusses avoiding civil liability, focusing on the topics of professional competence, general malpractice, malpractice in particular situations, and other civil actions such as defamation. Avoiding criminal liability is discussed in chapter 5 issues such as failure to report suspected child abuse and sexual misconduct are discussed. The sixth chapter discusses issues involving the private practitioner, including governing instruments, organizational aspects, tax considerations, nonprofit organizations, licensure, and professional liability insurance. The appendix includes the Ethical Standards of the American Association for Counseling and Development (1988) and Ethical Guidelines for Group Counselors (1989). (ABL)

ED 324 755 EA 022 265

Clough, Dick B.
Trends in Elementary School Administration.
PUB DATE- 6 May 88
NOTE- 10p.; Address to the Southeastern Regional Workshop of the Arkansas Association of Elementary Principals (Risen, AR, May 6, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Educational Trends; Elementary Education; *Elementary Schools; Instructional Leadership; *Leadership Qualities; *Principals; *School Administration

This paper discusses four recent trends affecting elementary school administration, concentrating on the most important trend--the new emphasis on the elementary principal as instructional leader. Schools where principals are actively involved in instructional programs are places charged with excitement, cooperation, professionalism, and a climate of open acceptance and support. Instructional leaders are distinguished by a clearly defined school vision, an ability to translate vision into instructional goals and expectations for students and teachers, creation of a supportive school environment, involvement in monitoring instructional programs, and an ability to intervene in a supportive or corrective manner when necessary. Obstacles to instructional leadership may be diminished by learning more effective time management and delegation practices. The second significant trend is the restructuring of the elementary principal's role to encompass change agent and risk-taker responsibilities. The third trend is that elementary principals' responsibilities are being redefined to include provision of individualized and personalized staff development opportunities. Principals are learning to become resource providers and instructional resource facilitators. The fourth trend is recognition of the important role that elementary principals must play in early identification of at-risk students. (MLH)

ED 324 468 CE 055 996

Bethlehem Area Chamber of Commerce, PA.
Bethlehem Area Chamber of Commerce Literacy Project 1989-1990.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 90
NOTE- 89p.; Project Number 98-0031.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demonstration Programs; *Education Work Relationship; Employer Employee Relationship; Labor Force Development; *Literacy Education; Models; Nonschool Educational Programs; *Program Development; School Business Relationship
IDENTIFIERS- 353 Project; *Bethlehem Area Chamber of Commerce PA; Literacy Audits; *Workplace Literacy

The Bethlehem Area Chamber of Commerce, using a grant from the Pennsylvania Department of Education, developed a model program to demonstrate the effectiveness of a business-based network to improve the literacy level of the local work force. The project involved increasing business member awareness of literacy needs, creating linkages among providers and businesses, and expanding work force literacy instruction. The project first hired a half-time literacy coordinator who identified all local literacy programs and their areas of emphasis and distributed this information to individuals, businesses, and agencies. The second major activity involved either initiating or participating in Chamber-sponsored events to give them a literacy focus. Third, the coordinator served as a consultant/resource to member businesses, providing information, offering referrals, or conducting company assessments. Finally, the Chamber served as a neutral force in representing various literacy programs and in promoting literacy involvement. Cooperating actively in this program were 8 Northampton County literacy providers, 132 businesses, and 27 agencies. At the close of the project, 210 organizations (134 Chamber members) had participated in literacy activities, 5 new worksite programs had been established, and 2 company literacy audits had been conducted. Literacy information was supplied to more than 1,100 Chamber members with a potential of reaching 30,000 employees. The number of participants in local literacy programs increased to the point that waiting lists were necessary for most providers. (Materials developed for the program are included in this document.) (Author/KC)

ED 324 512   CE 056 092

Mohapatra, Manindra K.; And Others
Indiana State Univ., Terre Haute.; Kentucky State Univ., Frankfort. School of Public Affairs.
Public Service Values of Women and Minority Public Administrators: An Empirical Study of Kentucky State Public Managers.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 5 Oct 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Indiana Academy of Social Sciences (Bloomington, IN, October 5, 1990). For related documents, see ED 311 258, ED 319 895 and ED 321 656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Adult Education; *Minority Groups; Political Influences; *Public Administration; Public Sector; *Public Service Occupations; State Surveys; *Values; *Women Administrators
IDENTIFIERS- *Kentucky

A study was conducted to determine whether data from a 1988-89 Kentucky survey measured differences in the value level held by minority and women administrators and their respective counterparts (majority and male administrators). The sample included 1,500 public service managers who had received inservice training and 1,500 who had not. The 1,471 respondents included 49 minority administrators. Survey participants responded to nine statements reflecting public services values on a Likert scale. A two-way MANOVA was performed to test all nine hypotheses simultaneously. Additional one-way univariate and stepdown F tests and other statistics were produced to complete the analyses. Minority administrators' responses indicated that they did not feel that the general public were as ignorant about the complexity of decision making in government agencies as did their majority counterparts. Nor did minority administrators value the importance of being aware of public opinion concerning their agencies as much as their majority counterparts. Female administrators differed significantly from male counterparts on four value measures. They felt to a greater degree that agencies should provide equal treatment for minorities and women, but disagreed to a greater extent that political influence was important for an agency to help a citizen. Women administrators felt to a greater degree that high quality services should be provided and democratic principles should be applied at the workplace and when dealing with the public. (24 references) (YLB)

ED 324 560 CG 022 814

Shkodriani, Gina M.; Gibbons, Judith L.

Collectivism among Mexican University Students.

PUB DATE- May 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Family Relationship; Foreign Countries; *Group Membership; Higher Education; Individualism; *Kinship; *Mexicans; Parents; Sociocultural Patterns; Tuition
IDENTIFIERS- *Collectivism; Mexico

Mexico has been described as a collectivist country, a culture in which its members perceive themselves as part of a group, value interdependence, and derive their identities from the group. This study examined collectivism among Mexican college students (N=79) at two universities. Subjects completed the Individualism-Collectivism Scale. The subscales were labeled as Spouse, Kin, Friend, Parent, Coworker/Classmate, and Neighbor. Scores were most collectivist on Parent and Kin subscales. Women scored as more collectivist on the Parent subscale than did men. Students' scores also differed according to university attended. Those attending a university which charged moderate tuition scored as more collectivist on the Parent and Spouse subscales than those attending a university which charged higher tuition, thus attracting students from wealthier backgrounds. There was also an interaction between gender and university attended with women attending the middle socioeconomic university scoring as most collectivist. These findings support a previous finding that links an emphasis on family relations with collectivism. (Author/ABL)

ED 324 591 CG 022 847

Scheer, Judith K.

You and Me Tobacco Free: Children's Activities in Tobacco Awareness.

PUB DATE- 90
NOTE- 58p.; For other titles in this series, see CG 022 846-849.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available frcm EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Health Education; Instructional Materials; Prevention; Primary Education; *Smoking; *Tobacco; *Young Children

This booklet is part of the "Children's Activity Series," a set of four supplemental teaching resources that promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The booklet presents seven activities to teach young children in kindergarten through third grade to remain tobacco free. Children are introduced to the idea of tobacco as a dangerous, habit-forming drug, and discover how second-hand smoke affects people and pets. Activities in the book allow children to use everyday materials to create models of hearts and lungs and learn through a variety of hands-on activities about the harmful effects of tobacco. Activities are structured to help children gain an understanding of a healthy respiratory system, tobacco as a habit-forming drug, second-hand smoke and how to avoid it, and how to define and communicate their own "no tobacco" rules. The activities are designed to help children build skills they will need later to resist media and peer pressure to smoke or chew tobacco, and to give them the skills and understanding they need to make healthy, tobacco-free choices. (NB)

ED 324 623 CG 022 885

Borders, L. DiAnne; Leddick, George R.
Association for Counselor Education and Supervision, Washington, D. C.

Handbook of Counseling Supervision.

PUB DATE- 87
NOTE- 98p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselor Educators; *Counselors; *Counselor Training; Higher Education; Practicums; *Supervision

This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for counselor educators to use with students in practicum and internship settings in their training programs. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. The handbook provides an introduction to the procedures and process of counseling supervision; to the models, approaches, and interventions of supervision; and to the special concerns of the novice supervisor. It leads readers through a sequential process of conducting supervision. It begins with a self-assessment of supervision-related skills, then proceeds to an assessment of the supervisee, establishing goals and a contract, choosing interventions, dealing with process, issues, considering legal and ethical concerns, and evaluating the supervisee. A final section helps supervisors evaluate their own development and performance. An epilogue summarizes literature on the beginning supervisor and describes instructional approaches for the instructor/supervisor of novice supervisors. Individual chapters focus on: (1) assessing supervision knowledge and skills; (2) initial supervisory sessions; (3) supervision goals; (4) choosing and implementing supervision interventions; (5) supervisory relationships and process issues; (6) supervisee evaluation; (7) ethical and legal considerations; and (8) supervisor evaluation. References are included. (NB)

ED 324 639 CS 010 258

Padak, Nancy D., Ed.; And Others
College Reading Association.
Challenges in Reading: Twelfth Yearbook of the College Reading Association, 1990.
PUB DATE- 90
NOTE- 206p.; For volume 11, see ED 297 293.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Invented Spelling; Reading Diagnosis; *Reading Difficulties; *Reading Instruction; Reading Materials; Reading Programs; Reading Strategies; *Reading Teachers; Study Habits; Teacher Expectations of Students; *Teaching Methods
IDENTIFIERS- Teacher Researchers

This yearbook contains the following 24 articles on a variety of topics: ''A Model for Diagnostic Narratives in Teacher Education'' (B. J. Walker); ''Teacher Expectations: Modifying One's Teaching through the Self-Monitoring Process'' (T. R. Blair and D. L. Jones); ''Preparing Teacher/Researchers'' (M. W. Olson and M. K. Gillis); ''Student Teacher Use of Content Reading Strategies'' (E. G. Sturtevant and M. W. Spor); ''Literature Study Groups in a University Methods Class'' (D. Wells); ''A Comparison of Ratings of Student Performance by Supervising Teachers, Reading Specialists, and Preservice Teachers'' (J. R. Johnstone); ''Early Reading Assessment and Teacher Decision-Making Practices in Kindergarten'' (C. A. Hodges); ''Process of Change in Teachers' Beliefs, Attitudes, and Concerns during a Series of Whole Language Reading and Writing Workshops'' (O. Nelson and others); ''Content Area Reading Practices: Relationships of Teacher Usage and Ability'' (K. F. Thomas and S. D. Rinehart); ''National Accreditation and Its Effect on the Literacy Professional: The Making of a Profession'' (M. L. Hanes and J. Cassidy); ''Invtd Splg Sts Thm Fre 2 Rit'' (E. G. Pryor); ''Methods and Approaches for Fostering Reading Fluency in Classroom and Clinic'' (B. Walker and T. V. Rasinski); ''Providing Mediated Instruction to Enhance Students' Note Taking and Reading Comprehension'' (V. J. Risko and others); ''A Comparison of the Effectiveness of Content Area Reading Strategies at the Elementary, Secondary, and Postsecondary Levels'' (J. Swafford); ''Involvement of University Faculty Members in Basal Reader Adoption Procedures'' (B. D. Roe and E. P. Ross); ''Informal Reading Inventories: A Holistic Consideration of the Instructional Level'' (J. L. Johns); ''Improving Disabled Readers' Summarization and Recognition of Expository Text Structure'' (R. Weisberg and E. Balajthy); ''Analysis of Cue Strategies of Disabled Readers'' (B. M. Fleisher); ''Criteria for Decisions: Best Methods for Whom?'' (L. R. Putnam); ''Developmental Education Students' Perceptions of Effective Teaching'' (G. M. Padak and N. D. Padak); '' 'At-Risk' College Students: Their Perceptions of Reading'' (C. Gillespie and J. Powell); ''Langston Hughes, Maya Angelou, and Malcolm X: Guides for College Developmental Writers in Search of a Voice'' (J. K. Stadulis); ''Learning Style Inventories: Efficiency Tools for College Instructors'' (J. E. Walker); and ''Workplace Literacy: A Model for Program Development'' (M. D. Siedow). (MG)

ED 324 655 CS 010 274

Richardson, Virginia; Anders, Patricia
Arizona Univ., Tucson. Coll. of Education.
Reading Instruction Study. Final Report. Part I: The Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 338p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; Elementary Education; *Inservice Teacher Education; Models; *Reading Instruction; Reading Research; *Research Utilization; Teacher Attitudes; *Teacher Behavior; Teaching Methods; *Theory Practice Relationship

This final report of a reading instruction study examined teachers' use of research-based practices when teaching reading comprehension, as well as the barriers that prevent teachers from using such practices. Six schools in two school districts in a southwestern urban area were selected for intensive study; 39 teachers of grades 4-6 participated. The report also developed and tested a school-based staff development process designed to change teachers' practices in reading comprehension instruction. Chapters of the study are titled: (1) "Introduction and Rationale"; (2) "Research Methodology and Site"; (3) "Research-Based Teaching of Reading Practices"; (4) "Teachers' Reading Comprehension Instructional Practices"; (5) "Teacher Beliefs and the School Context: Factors Affecting Teachers' Use of Research-Based Practices"; (6) "The Staff Development Process and its Effects"; (7) "Implications of the Staff Development Program for Student Learning"; and (8) Conclusions." The report concludes that research should provide practitioners not just with findings in the form of activities or behaviors that "work," but ways of thinking and empirical premises related to teaching and learning. The report also concludes that opportunities should be created to allow teachers to interact and maintain conversations around standards, theory, and classroom activity. Sixteen pages of references are attached; extensive figures and tables of data are included. The appendixes include a six-page list of syntheses and reviews of comprehension teaching practices; an outline of reading comprehension practices researched in the literature; evaluation instruments, survey instruments, and interview questions; and detailed case studies of five schools where research was conducted. (RS)

ED 324 673 CS 212 527

Pobywajlo, Margaret
The AFY Program at UNHM: Reaching Out to Underprepared Students.
PUB DATE- 14 Oct 89
NOTE- 8p.; Paper presented at the Annual Northeast Regional Conference on English in the Two-Year College (Albany, NY, October 12-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Developmental Studies Programs; Higher Education; Language Skills; Mathematics Skills; *Skill Development; *Student Development; Study Skills; *Transitional Programs; Two Year College Students

The Alternative Freshman Year (AFY) program instituted at a community college extension of an eastern university can serve as a model for other developmental education programs. The program, now in its fourth year, helps to upgrade the language and math skills of academically and emotionally unprepared students. Students are admitted to the program only if they are in a degree program and exhibit motivation for learning in a pre-enrollment interview. During the fall semester AFY offers two sections each of math and language for non-credit, and during the second semester the classes remain relatively intact when the courses become credit bearing. The initial focus in language sections is on study skills including learning styles, motivation, study habits, note-taking, SQ3R, and test-taking. Students begin journal writing from day one and practice reading skills, the writing process, and word processing. Students also receive additional support in a weekly one-hour lab which supplements classroom instruction and provides them an opportunity to experiment with some strategies and skills in a non-threatening environment. Weekly conferences with students are also held outside of class with each student to monitor individual progress. Finally, counselors address each class four or five times each semester to provide "survival tips," and former AFY students serve as mentors and class-link tutors by leading essay workshops and presenting role models of success. (KEH)

ED 324 706 CS 507 255

Association for Education in Journalism and Mass Communication.
Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part III: Mass Media Studies.
PUB DATE- Aug 90
NOTE- 343p.; For other sections of these proceedings, see CS 507 253-254, and ED 323 566-573.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Audience Awareness; Blacks; *Broadcast Television; Communication Research; Graphic Arts; *Information Processing; Information Sources; Journalism; *Mass Media; *Mass Media Role; *Mass Media Use; Media Research; Presidential Campaigns (United States); Technological Advancement; Videotape Recorders
IDENTIFIERS- Television News; Visual Journalism

The mass media studies section of the proceedings includes the following 13 papers: "Say What?: Broadcasters' Use of Political Broadcast Regulation" (Elizabeth Krueger and Kimberly Corrigan); "Comparing Broadcaster Self-Reports to the Perceptions Viewers Have of Televsision Advertising: An Exploratory Study in One State" (Jan LeBlanc Wicks); "Assessing Multichannel Media Industry Competitiveness and Performance--Toward an Intra-Industry Strategic Competition Model" (Sylvia M. Chan-Olmsted); "Comparison of Sources of Information for Black State Legislators" (Daniel Riffe); "How Television Audiences Cumulate: An Examination of Reach and Frequency Using People Meters" (David Kamerer); "Research from Beginning to End: Linking Local Television News Practices to the Audience via Information Processing Theory: A Three Station Case Study" (Robert J. Synder); "The Relationship between Involvement and Medium in News Information Processing" (Robert H. Wicks); "Graphic Forms in Network Television News" (Joe S. Foote and Ann C. Saunders); "VCR Attitudes and Behaviors by Length of VCR Presence" (Bruce C. Klopfenstein and others); "The Video News Release: An Analysis of the Development of an Information Subsidy" (Michael Murrie); "Issue and Image Distinctions and Their Relationships to Structure and Content of Political Advertisements for 1988 Presidential Candidates Bush and Dukakis" (Anne Barton White); "Local Government Surveillance and Evaluations of Local Elected Officials: A Comparison of Newspaper, Television, and Mixed-Media Users" (Arthur G. Emig); and "Analysis of Visual Reference Associations in Television News Coverage of the 1988 U.S. Presidential Election Campaign" (Jeffrey Alan John). (MG)

ED 324 770 EA 022 292

O'Reilly, Gabrielle; Latimer, Milree
Who Teaches, Who Principals, Who Learns?
PUB DATE- Jun 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Victoria, British Columbia, Canada, June 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Collegiality; Cooperation; *Educational Environment; Elementary Secondary Education; Foreign Countries; Human Dignity; Institutional Mission; Instructional Innovation; Interaction; Intergroup Relations; *Learning Experience; *Learning Strategies; Learning Theories; *Principals; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Expectations of Students; Teacher Role; Teacher Student Relationship; Teaching Methods

An alternative framework that supports the collaboration of principals and teachers, with a focus on the changing roles of teachers and principals as learners and leaders, is presented. A conclusion is that as teachers' belief systems change to respect the image of the learner, principals' belief systems also change to reflect a new image of the teacher. Teachers' and principals' adaptive practices and beliefs thus contribute to a new theory of teaching and learning. A recommendation is made for the generation of a collaborative model of teaching and learning that respects the autonomy and integrity of all learners. (28 references) (LMI)

ED 324 787 EA 022 316

Gnezda, M. Therese; Smith, Shelley L.
National Conference of State Legislatures, Denver, CO.
Legislative Research Studies in State Education Policy. Selected Case Studies, 1983-1986.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; *Educational Change; *Educational Finance; Elementary Secondary Education; *Policy Formation; Program Implementation; *State Legislation; *Teacher Recruitment; *Teacher Salaries
IDENTIFIERS- *Department of Education

Since 1976 the U.S. Department of Education has helped fund 60 education policies by state legislatures. These competitive matching grants, or cost-sharing awards, have laid the groundwork for significant education reforms. This report seeks to advance information-sharing among state legislatures and between policy makers and researchers. The report contains a list of 27 cost-sharing awards funded between 1983-86 and presents 4 case studies highlighting important issues confronting state legislatures today and illustrating the different methods that legislatures use to define issues and employ research in making changes in state education policies. In 1983, Tennessee's General Assembly was stalemated over the controversial issue of rewarding teachers with higher salaries. Finally, a Select Committee on Education used a cost-sharing award to commission papers from education researchers and provide expert testimony. The committee then drafted a bill underlying the state's landmark career ladder law. In 1985, the Maine Legislature used a cost-sharing award to conduct its own field research project on teachers' decisions to stay in the classroom or leave teaching. As a result, the legislature can deal realistically with teacher supply and demand by relying on state data. The two other case studies involve a Washington State higher education funding formula research project and a South Carolina project to monitor the progress of recent educational reform efforts. (MLH)

ED 324 820 EA 022 359

Oxnard School District, Calif.

YRE--Will It Fly? Pros and Cons/Advantages and Disadvantages of YRE As Identified by a Variety of School Districts.

PUB DATE- Jun 90
NOTE- 32p.; Some print may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Educational Improvement; Educational Innovation; Elementary Secondary Education; Financial Needs; Flexible Scheduling; Participative Decision Making; Retention (Psychology); Scheduling; *School Community Relationship; *School Organization; School Schedules; School Support; Summer Schools; Supplementary Education; Time Factors (Learning); *Year Round Schools

Year-round education, a widely misunderstood concept, offers both financial and educational advantages to school districts. Not only does a year-round education schedule allow a school to educate 20 to 50 percent more students in the same amount of space, it reduces the amount of time spent in review by offering continuous learning with more frequent--but shorter--vacation periods. Nearly all school districts with year-round programs report less vandalism, fewer discipline referrals, and decreased absenteeism as a direct result of continuous education. While many people favor the year-round school concept to make the school system more efficient, however, opponents argue that the existing American school system is in need of reform and that adding two or three months of the same kind of education will not foster improvements. Additionally, opponents argue that traditional social patterns and family activities would be disrupted by a year-round educational schedule. Some suggestions for school districts considering a year-round program include: (1) forming a study committee that is representative of the school parent group(s) and staff; (2) scheduling daytime and evening meetings to accommodate different work/family schedules; and (3) having a balanced panel for meetings to present both the pros and cons of continuous education. (KM)

Robey, Elaine; And Others
Macro Systems, Inc., Silver Spring, Md.
Studies of Special Education Administrative Involvement in Computer Implementation. Final Report--Phase I.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 22 Feb 89
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; Committees; *Computer Assisted Instruction; *Computer Uses in Education; Decision Making; *Disabilities; Elementary Secondary Education; Management Teams; Regular and Special Education Relationship; Shared Resources and Services; *Special Education; Special Education Teachers; Staff Role; Teacher Administrator Relationship; *Teacher Role; Technical Assistance

The study reported in this document examined how special education administrators and staff in 100 school districts were involved in the adoption of new educational technology. The sample was drawn from the known population list of operating school districts from the Common Core of Data of the National Center for Educational Statistics. Selection procedures were designed to ensure coverage for the widest distribution of the population elements in the sample. Two survey forms were developed, one for special education administrators and the other for computer coordinators and special education teachers. Respondents included 100 administrators, 93 special education teachers, and 89 computer coordinators. Findings showed that administrative involvement in the decision making processes related to computers is high. Involvement in committee processes was reported by over half of the administrators; about two-thirds reported working with other administrators at the district level and half work with other administrators at the building level. One-third of teachers reported regular interaction between administrators and teachers. Teachers in special education programs are sharing computer resources with regular education through informal mechanisms. Technical assistance for computers is reported to be available by about 90% of administrators and teachers. Two-thirds of the administrators reported both purchase of computer technology for administrative purposes and regular use for professional purposes. Forty percent of teachers reported purchase of hardware or software for administrative applications. The report concludes with plans for Phase II of the study, a list of 19 references, and copies of the survey instruments. (JDD)

ED 324 408 CE 055 823

White, Barbara
Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Vocational Education Effectiveness Indicators.

PUB DATE- Sep 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Achievement; *Achievement Rating; *Evaluation Criteria; Job Placement; *Outcomes of Education; Performance; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Secondary Education; Standards; *Vocational Education
IDENTIFIERS- Arkansas; California; Florida; Illinois; Kansas; Kentucky; Minnesota; Missouri; New York; Ohio; Oklahoma; South Carolina; Tennessee; Virginia

This paper provides an overview of some of the issues involved in developing and implementing vocational education effectiveness indicators and systems. The paper first discusses educational effectiveness indicator systems--with the emphasis on "systems" in contrast to individual effectiveness indicators taken alone--and stresses the need to create a coherent system. Policy issues related to indicator development and use are the next focus of the document, with cautions being given about indicators measuring the wrong outcomes and being used for the wrong reasons. The next two sections focus on the two types of effectiveness indicators: labor market outcomes as indicators of program performance and student learning outcomes as indicators of program performance. Examples of states using both types of measure are then provided. States that use the labor market approach include Missouri, Kansas, South Carolina, Florida, and Kentucky. States using student learning outcomes include Ohio, New York, Arkansas, and North Carolina. Alternative vocational education system effectiveness measures are then discussed. Examples of states that use effectiveness indicators that go beyond outcomes are Illinois, Oklahoma, Minnesota, Tennessee, and California. Finally, the Virginia approach is used as a model for a two-step approach to developing effectiveness indicators. A summary of the document points out the pitfalls in both labor market and student learning outcomes indicators but urges development of indicator systems as a step in improving vocational education. Thirty references are included in the document. (KC)

ED 324 423 CE 055 875

Stevenson, Nancy; Robertson, Barbara
Paris Independent School District, Tex.; Paris Junior Coll., Tex.
Nursing. A Basic Course Outline for Health Careers II (Grade 12). A Four Year "2+2" Articulated Curriculum for the Occupation of Nursing.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 90
NOTE- 97p.; For related documents, see CE 055 874-877.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; *Competency Based Education; Course Descriptions; Curriculum Guides; Grade 12; High Schools; Job Skills; *Nurses; Nurses Aides; *Nursing Education
IDENTIFIERS- 2 plus 2 Articulation Plan

This course outline provides materials for the second course in a series of four courses that are included in a "2+2" curriculum for the occupation of registered nurse. It is part of a planned and articulated 4-year curriculum that spans the junior and senior years of high school and the freshman and sophomore years of the postsecondary institution. Introductory materials include the philosophy and conceptual framework of the nursing curriculum; occupational objectives, occupational descriptions, and curriculum outline; and curriculum and course objectives. Twelve units are provided, each of which consists of a set of competencies, ranging in number from 1 to 13. A sheet for each competency details the terminal objective, enabling objectives, teaching methods, references, equipment/supplies, and evaluation methods. Units deal with the following topics: medical terminology; anatomy and physiology; health care past and present; communication skills; ethical-legal issues; first aid and emergency care; vital signs; infection control and asepsis; safety and mobility; health career math; nutrition; and personal care skills. Other contents include: a line drawing of an instructional facility; list of supplies and equipment; 15-item bibliography; student competency profile; matrix of elements essential to the competencies; and procedural plan for verifying mastery of competencies. (YLB)

ED 324 452 CE 055 970

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

New Foundations: A Base for Excellence in Vocational Education. New Jersey Vocational Needs Assessment Project 1989-1990.

PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Accountability; Credentials; Cultural Pluralism; Educational Improvement; Financial Support; Job Training; *Needs Assessment; Postsecondary Education; Public Education; *School Business Relationship; Secondary Education; *State Programs; *State Standards; *Vocational Education
IDENTIFIERS- *New Jersey

The New Jersey Vocational Needs Assessment Project was designed to determine the needs of industry and business for those areas where public vocational education serves as the primary training agency. Information was obtained from school questionnaires and employer questionnaires and interviews. References to six critical issues were most frequently expressed: (1) competencies for employment need to be identified; (2) minimum standards need to be established and used as a base for "credentialing" programs in vocational education; (3) fiscal support of programs should be directly tied to accountability; (4) more extensive involvement of business and industry in the planning and delivery of educational programs would be beneficial to all parties; (5) vocational education services should be marketed more extensively; and (6) cultural diversity must be addressed. Responses regarding the top 15 items of concern are given in percentages on a chart and a bar graph. (The document includes summaries of 10 national reports from government agencies, research institutes, and private organizations. A bibliography of 14 New Jersey references and 28 national references is included.) (CML)

ED 324 499   CE 056 055

Dave, R. H.; And Others
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Learning Strategies for Post-Literacy and Continuing Education: A Cross-National Perspective. Second Edition. Outcomes of an International Research Project. Studies on Post-Literacy and Continuing Education 1.
PUB DATE- 88
NOTE- 316p.; Project organized in co-operation with the German Commission for Unesco, Bonn. For other studies in this series, see ED 268 223 and CE 056 057-061.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; *Adult Literacy; Audiovisual Aids; *Continuing Education; *Curriculum Development; Educational Media; Foreign Countries; Learning Strategies; *Lifelong Learning; *Literacy Education; Vocational Education
IDENTIFIERS- Africa; Arab States; Asia; Caribbean; Latin America; Study Circles

Many countries have recently launched massive programs to promote nation-wide adult literacy, but while these efforts have been commendable, it has been observed that neo-literates who acquire literacy through such programs have great difficulty in retaining it; hence an urgent need to develop suitable programs of post-literacy and continuing education has been felt. In 1980, Unesco's Institute for Education initiated a major research project designed to respond to this need. The research was carried out within the broad framework of lifelong education, and resulted in the series of case studies of which this volume is a part. The volume includes the following chapters: "The Project and Its Context" R. H. Dave, A. Ouane, D. A. Perera); "Post-Literacy: The Question How" (Dave, Ouane, Perera); "Concluding Remarks and Prospects for Further Action" (Dave, Ouane, Perera); "Issues in Post-Literacy" (A. Bordia); and "Some Curricular Aspects of Post-Literacy and Continuing Education of Neo-Literates" (H. S. Bhola). Eight appendixes supplement the report. Appendix 1 lists the countries participating in literacy efforts. Appendix 2 lists 25 documents consisting of: (1) international and regional approach papers; and (2) national case studies grouped under the headings of Africa, Asia, Latin America and the Caribbean, and Arab States. Appendices 3-8 list the participants in the following meetings: the 1980 international planning meeting, the 1981 international review meeting and orientation seminar, the African regional program, the Asian regional program, the regional program for Latin America and the Caribbean, and the Arab regional program. (CML)

ED 324 544 CE 056 187

Scribbins, Keith
Further Education Staff Coll., Blagdon (England).
Sex Discrimination in Gwent. Information Bank Case Study 2410.

PUB DATE- Oct 87
NOTE- 37p.; Appendixes may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Case Studies; College Faculty; *Employment Practices; Equal Opportunities (Jobs); *Faculty Promotion; Foreign Countries; Higher Education; *Promotion (Occupational); *Sex Discrimination
IDENTIFIERS- North Gwent College of Further Education (Wales); *United Kingdom

A formal investigation was conducted in 1979 to examine allegations of sex discrimination in the promotion of staff at North Gwent College of Further Education in Wales. Unlawful direct sex discrimination was found, although the commission did not conclude that the discrimination was intentional. This package, which consists of materials describing the investigation and excerpts from the actual investigation report, is intended for use by groups wishing to discuss the investigation, its implications, ways in which it could have been improved, and ways in which the dispute could have been avoided in the first place. A brief overview of the allegations and subsequent investigation is presented; it lists seven questions that groups could use as a starting point for discussing the case. The following materials are appended: "Sex Discrimination at North Gwent," a journal article by Harry Eames (the regional official responsible in the case); the original proposal for the investigation; the list of persons appointed to conduct the investigation and their responsibilities; and excerpts from the original commission report issued at the conclusion of the investigation (the findings and conclusions and recommendations). (MN)

ED 324 723 CS 507 297

Comadena, Mark E.; And Others

Communication Style and Teacher Effectiveness: A Comparative Study of the Perceptions of Adult Learners and Traditional Undergraduate Students.

PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Classroom Communication; Classroom Research; Communication Research; Comparative Analysis; Higher Education; Multiple Regression Analysis; Nontraditional Students; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Undergraduate Students
IDENTIFIERS- *Communication Styles

This study determined if the relationship between teacher communication style and teacher effectiveness differed for traditional undergraduate students and non-traditional adult learners. Subjects, 192 traditional undergraduate students and 167 non-traditional adult learners, provided teacher communication style and teacher effectiveness ratings for instructors. Results of stepwise mutiple regression analysis indicated that different communication style variables predicted teacher effectiveness in the two groups of students. Results also indicated that teacher communication style accounted for more variation in teacher effectiveness in the adult learners (64%) than in the traditional undergraduates (43%). (Seven footnotes, 10 references, and 1 table of data are included.) (RS)

ED 324 740 EA 022 100

Bennett, Kathleen P.; LeCompte, Margaret D.
How Schools Work: Sociological Analysis of Education.
PUB DATE- 90
NOTE- 301p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the ART
  Materials (070)
DESCRIPTORS- Curriculum Development; *Educational History; Education
  Work Relationship; Elementary Secondary Education; Females; Hidden
  Curriculum; Minority Groups; Power Structure; *Public Education;
  *School Organization; Social Change; *Social Structure; *Social
  Theories; *Sociology
IDENTIFIERS- *Sociology of Knowledge

The sociology of education is concerned with the study of groups of people within educational institutions. This book analyzes the sociology of American education from a historical viewpoint. The chapters in the book derive from social theory, the sociology of organizations, the sociology of work and professions, and the study of class, race, and gender. Chapter 1 examines the theories underlying how people conceptualize the purposes for which schools are organized, what should be taught, and whose interests are served. Chapter 2 examines the structure and dynamics of schools as social organizations. Chapter 3 discusses the impact of social change on the way children experience childhood and the way they relate to and resist the influence of schools, and chapter 4 examines the characteristics of school participants and the work they do. Chapter 5 analyzes the relationship between social class and education, tracing changes in social thinking about the origins of social class hierarchy and the acquisition of social power. Chapter 6 examines the curriculum, or what is both openly and covertly taught in school. Chapter 7 discusses the relationship between minority status and schooling, and chapter 8 analyzes gender-education relationships, examining gender differences in both formal and informal curricula. The final chapter summarizes the arguments in the book and proposes alternative schooling designs. Each chapter contains a glossary of key concepts, a set of exercises, and a list of suggested readings. An index is also included. (560 references) (MLH)

ED 324 438 CE 055 948

Sexauer, Celeste Burns; Paul, Taunya
Mansfield Univ., PA.

Designing Delivery Systems for Adult Education in Rural Areas.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- May 89
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Students; *Classroom Techniques; *Delivery Systems; *Educational Strategies; High School Equivalency Programs; Rural Areas; Rural Education; Rural Extension; *Rural Population; Student Motivation; *Teaching Methods; Unemployment
IDENTIFIERS- 353 Project

A project was conducted to identify effective instructional strategies for rural unemployed and employed adults needing adult basic education (ABE) and General Educational Development (GED) instruction. Instructional strategies examined included time of day classes were offered, location of class, instructional setting (classroom/individual), and format (technology/teacher intensive). Surveys were administered to administrators, teachers, tutors, and students participating in existing programs in rural areas and referral agency personnel working in rural areas. The study found that transportation or subsidies and child care provisions should be made to maximize participation. Public buildings are the preferred places for classes or tutorials. Evening classes or tutorials are preferred, but some morning or afternoon classes would be attended, especially by unemployed students. Monday through Thursday are the preferred days for instruction. Classes or tutorials should meet twice per week and last 2.5 to 3 hours. Teachers and referral agency personnel indicated that providing telephone contact with teachers about lessons would improve participation. Teachers, tutors, and referral agency personnel indicated that more combinations of regular classroom instruction and one-to-one tutoring would be best, although the students favor more one-to-one tutoring and videotaped lessons for home use. Computer and correspondence lessons should also be made available to students. (Appendices include the questionnaire and tables summarizing results.) (KC)

ED 324 484 CE 056 019

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Field Hearings on the Youth Service Corps and H.R. 717. Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (San Francisco, April 28, 1989; Los Angeles, June 23, 1989).
PUB DATE- 89
NOTE- 233p.; Serial No. 101-29.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Community Services; *Federal Legislation; Hearings; Secondary Education; *Student Volunteers; *Youth Programs
IDENTIFIERS- Congress 101st; *Youth Service Corps

This document reports on Congressional hearings on issues relating to the 1989 youth services bill to create a nationwide Youth Service Corps. The hearings focused on the successes of local youth programs. Testimony includes statements and prepared statements, letters, and supplemental materials from the mayors of San Francisco and Los Angeles, California; the former governor of California; representatives in Congress; and individuals representing the San Francisco Youth Conservation Corps; California Commission on Education Quality; Los Angeles Youth Conservation Corps; Los Angeles County; Chevron Corporation; San Jose Youth Conservation Corps; Phelps and Rothenberg; Youth Community Service Program; East Bay Conservation Corps; California Conservation Corps; Wilcox and Bertoux; Long Beach Youth Conservation Corps; and Reality House West. (YLB)

ED 324 528 CE 056 118

Sutley, Amy; Pershing, James A.
Indiana Univ., Bloomington. Vocational Education Services.
Vocational Guidance Counselors Tackle Changes in Career Development Services. A VES Briefing Paper.
SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- Jul 89
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Career Counseling; *Career Development; *Career Guidance; Counselors; *Counselor Training; *Guidance Programs; Postsecondary Education; *Program Development; Secondary Education

Vocational guidance counselors face a number of concerns as they try to develop career guidance and counseling programs. Because of changes in the workplace as a result of high technology, phrases such as work readiness, career maturity, and career adaptability are essential to the understanding of where a person is in the career decision-making process. The counselor must learn how to identify and measure readiness to learn, readiness to work, and decision-making abilities, and to provide occupational information. The process is complicated by the changing workplace. Counselors must adjust to new demands to incorporate new activities, testing, and methods of reaching individuals in their already existing job responsibilities. They must be flexible, learn new skills, and work with professionals in the community. (Following a nine-page report, excerpts are provided from reports of programs developed by Texas, Maryland, and Pennsylvania to address the above concerns. A description of one statewide innovative endeavor, the Missouri Comprehensive Guidance Program Model, follows. Endeavors on a nationwide basis are discussed in terms of activities of the National Center for Research in Vocational Education, National Occupational Information Coordinating Committee, and the National Consortium of State Career Guidance Supervisors. Forty-three endnotes are appended.) (YLB)

ED 324 561 CG 022 815

Claus, Richard N.; Quimper, Barry E.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Project PRIDE, 1989-90. Evaluation Report.

PUB DATE- Sep 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Awareness; Computer Assisted Instruction; *Dropout Prevention; *Hispanic Americans; Homework; Junior High Schools; *Junior High School Students; Predictor Variables; *Program Effectiveness; Skill Development; Test Wiseness; *Tutoring
IDENTIFIERS- *Project PRIDE

Project PRIDE (Providing Resources and Information Designed to Educate) is an after school tutorial program for approximately 70 grade 7 to 9 Hispanic junior high school students attending the School District of the City of Saginaw. The project is intended to provide an after school center for help with school work. The instructional goals include completion of regular assignments, basic skill development, career awareness and career search skills, test taking skills, and exposure to computer assisted instruction and technology. The staff consists of a supervisor, a coordinator, 3 teachers, a school liaison person, a counselor, 2 parent advocates, 2 part-time computer teachers, 2 drivers, and 12 paid student tutors. Additionally, students participate in activities for which appropriate adult role models are provided. During the program year studied the process objectives were all met within designated time limits; the product objectives were also fully met. All other indicators demonstrated that participation in Project PRIDE was a predictor of improved attendance and improved grade point averages. Participation in the project can also be a predictor of fewer suspensions, staying in school, and improved citizenship. (ABL)

ED 324 577 CG 022 832

Wisconsin State Dept. of Public Instruction, Madison.
Suicide Prevention. A Guide to Curriculum Planning. Bulletin No. 0500.
PUB DATE- 90
NOTE- 200p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counseling Techniques; *Curriculum Development; Death; Decision Making Skills; Depression (Psychology); Elementary Secondary Education; Emotional Problems; Grief; *Prevention; Program Development; *School Counseling; Self Esteem; State Curriculum Guides; State Programs; *Suicide
IDENTIFIERS- Wisconsin

This guide is intended to reduce the youth suicide rate by teaching decision-making skills and coping mechanisms, and helping students develop self-esteem and communication skills. It was designed to be used by a local suicide prevention curriculum committee or team responsible for the development, implementation, and evaluation of the local program. The guide is organized into nine sections: (1) an overview and recommendations for implementing a suicide prevention curriculum; (2) strategies for developing self-esteem in students and sample lessons for kindergarten through grade 12 (K-12) to implement these ideas; (3) a discussion of feelings and emotions, and sample lessons for K-12; (4) coping positively with stress K-12; (5) ways for students to locate and give help to suicidal individuals K-12; (6) basic facts about youth suicide, ways to identify the suicidal student, warning signs, factors that may lead individuals to commit suicide, ways to help, facts and fallacies about suicide, the link between alcohol and drug abuse and suicidal tendencies, and sample lesson plans (grades 6-12); (7) strategies for helping students form a life plan (grades 11-12); and (8) two examples of model suicide prevention programs in Wisconsin. Appendixes provide information on: suicide prevention and education organizations, pamphlets and books; information packets; audiovisual materials; suicide prevention and education newsletters; suicide preventon legislation; and a glossary. (TE)

ED 324 608 CG 022 868

Butler, Edward R.
Alcohol Use by Adolescents and Young Adults: A Rite of Passage to Adulthood.
PUB DATE- 6 Apr 90
NOTE- 13p.; Paper presented at the Kansas Association for Counseling and Development (Topeka, KS, April 6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Behavior Standards; *Drinking; Group Dynamics; Higher Education; School Counselors; Secondary Education; Student Behavior; *Young Adults
IDENTIFIERS- *Rites of Passage; *Rituals

Alcohol use and abuse has received extensive attention, with recent concerns focused on the use and abuse of alcohol by adolescents and young adults. Alcohol use has become one of the major rituals in the rites of passage from childhood to adulthood. Anthropologists have documented the importance of rites of passage rituals for marking the successful passage from one position in a social structure to another. Rites of passage include the three phases of separation, transition, and reaggregation. There are many rituals, some formalized and common throughout this culture and others common within certain subcultures and ethnic groups and still others less formal or only practiced within certain subgroups. This culture has had a tendency to decrease the observation of rites of passage rituals. Sanctioned initiation rituals can provide increased satisfaction, dedication and persistence among students completing their education, and can also benefit the system by reducing the number of unsanctioned, dangerous, addictive rituals that are required of new students by upperclass students. The challenge is to help young people find or devise appropriate and rigorous rituals that will permit youth to demonstrate and to prove their worthiness to be considered and accepted as members of new groups without resorting to dangerously addictive and permanently debilitating ritual activities. Appropriately sanctioned passage rites offer a viable and constructive alternative to accomplish this challenge. (ABL)

ED 324 690 CS 212 546

Dyson, Anne Haas; Freedman, Sarah Warshauer
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
On Teaching Writing: A Review of the Literature. Occasional Paper No. 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; Higher Education; Literature Reviews; Writing Evaluation; *Writing Instruction; *Writing Research; Writing Teachers
IDENTIFIERS- Process Approach (Writing); Student Centered Assessment; *Writing Contexts; *Writing Development
This paper reviews research about writing that may inform teachers' observations of their students and their decisions about how best to support students' efforts. First, since ways of using written language vary with different social situations, the paper reviews research on how literacy functions in varied communities, including both the classroom and the larger community the student inhabits outside the classroom. Second, since writing is a complex process, one involving the orchestration of many kinds of skills, the paper reviews research on the composing process, with the intent of supporting teachers' efforts to observe individual writers' ways of composing, including their successes and challenges, and thus help writers overcome difficulties that cannot be seen on the page, ward off problems before they occur in print, and ease students' ways into writing. Third, since writing is a developmental process, one in which today's ways of composing change in complex ways into tomorrow's, the paper reviews research on the development of writing, on the assumption that such knowledge may help teachers appreciate the signs of progress that may be hidden amidst students' sighs and scratch-outs, and see the kinds of support individual students might find most helpful. One figure is included, and 19 pages of references are attached. (SR)

ED 324 771   EA 022 293

Bhushan, Satya; And Others
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
Micro-Level Educational Planning and Management. Case Studies from India.
PUB DATE- 87
NOTE- 114p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Case Studies; *Community Involvement; *Decentralization; Developing Nations; *Educational Administration; *Educational Planning; Elementary Secondary Education; Foreign Countries; Models; *Participative Decision Making; Program Implementation
IDENTIFIERS- *India

In the Fifth Five Year Plan, the Indian Planning Commission recommended "democratic decentralization" to help remove disparities at the local level. Priorities were to be adult literacy and universal elementary education, with emphasis on adopting a multilevel approach to educational planning. The idea was to provide action plans at the substate levels that would consider different areas' uniqueness and involve popular representatives in the process. This volume contains three case studies illustrating different aspects of decentralized administration and plan implementation. Faced with the problems of meeting local needs, lack of infrastructure, and uneven population spread, Jammu and Kashmir sought to introduce a system allowing wider consultation concerning planning and implementation processes. This study critiques the balance of administrative responsibilities at central, state, district, and block (local) levels after the establishment of district and block development boards in the mid-1970s. The second case study describes decentralized planning in Maharashtra State since 1962, which has experienced improvements in funding, female primary school enrollments, community involvement, and interdepartmental cooperation. A third case study covers both formal and informal education in a cluster of 20 villages in Punhana, a backward block in Haryana State. The studies confirm that no single model exists for effectively implementing educational planning and management at the district or micro level. A supplementary, annotated bibliography of 50 references is appended. (MLH)

ED 324 804 EA 022 335

Merenbloom, Elliot Y.
National Middle School Association, Columbus, OH.
The Team Process in the Middle School: A Handbook for Teachers. Second and Enlarged Edition.
PUB DATE- 86
NOTE- 129p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adolescent Development; Cooperative Planning; Flexible Scheduling; Instructional Improvement; Interdisciplinary Approach; Intergroup Relations; Intermediate Grades; Junior High Schools; Learning Experience; *Middle Schools; School Effectiveness; Staff Development; Student Development; Teacher Effectiveness; Teaching Methods; *Team Teaching

Guidelines for implementation of the team process as part of the middle school concept are presented. Topics discussed in the 13 chapters include effective middle school characteristics, student needs, curriculum design and development, team functions and effectiveness, scheduling, teaching strategies, student grouping, leadership, staff development, and team evaluation. Because successful team process implementation depends greatly on teacher motivation and commitment, a staff development program is recommended. (29 references) (LMI)

ED 324 453 CE 055 971

Pierret, M.
European Centre for the Development of Vocational Training, Berlin (West Germany).

Regional Development and Vocational Training. The Problems of Evaluation. Colloquium (Limoges, France, June 18-19, 1990).

PUB DATE- Sep 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; *Educational Assessment; Educational Objectives; Educational Practices; Educational Quality; *Evaluation Methods; Foreign Countries; Postsecondary Education; *Program Evaluation; *Regional Planning; Secondary Education; *Vocational Education
IDENTIFIERS- *Europe

This paper summarizes the proceedings of a conference held to discuss evaluation in vocational education. The agenda included welcome speeches and the introductory address by Robert Savy, President of the Regional Council of Limousin (France); an opening session with statements from representatives of the Commission of the European Communities (task force on human resources, education, training and youth; task force on employment, industrial relations and social affairs; and task force on regional policy). Four panel discussions focused on the following: (1) evaluation of training for the creation and development of enterprises; (2) evaluation of training for integration and reintegration into the local economy; (3) the programming of vocational training within a specific socioeconomic context; and (4) evaluation of such training. In the closing session, a representative of the European Centre for the Development of Vocational Training (Pasquier) acknowledged the importance of the problems of evaluation within the context of local development for all actors at all levels; proposed that the evaluation of vocational training should start with a precise definition of its primary and secondary objectives; and that an external structure be set up; and elaborated on possible lines of action, including continuing the work on indicators, enlarging the study, and applying the principles of evaluation to all work undertaken. (KC)

ED 324 592   CG 022 848

Matiella, Ana Consuelo
We Are a Family: Children's Activities in Family Living.
PUB DATE- 90
NOTE- 66p.; For other titles in this series, see CG 022 846-849.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Responsibility; *Family (Sociological Unit); *Family Life; *Family Structure; Instructional Materials; Primary Education; *Young Children

This booklet is part of the "Children's Activity Series," a set of four supplemental teaching resources that promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The booklet contains stories, drawings, and "sockpuppets" to help children in kindergarten through third grade develop a basic understanding of the family and its purpose. Activities are structured to help children learn about extended, blended, nuclear, and single parent families. Children are encouraged to explore their roles and responsibilities in their own families, and gain problem-solving skills to help out with everyday family problems. Children learn to focus on the positive attributes of their families and identify appropriate ways they can contribute to their families. Through the activities in this book, it is hoped that children will learn respect for cultural and ethnic diversity as well as family problem-solving skills, and that they will learn, too, that all members of the family have roles and responsibilities, and that there are different kinds of families. One activity has children draw pictures of their families for a special Family Album, helping children to see the importance of special family memories and to recognize the importance of family in their lives. (NB)

ED 324 674 CS 212 528

California State Dept. of Education, Sacramento.
Writing Assessment Handbook, Grade 8.
PUB DATE- 90
NOTE- 167p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- English Instruction; Grade 8; Junior High Schools; Language Arts; Scoring; Writing (Composition); Writing Assignments; *Writing Evaluation; Writing Exercises; *Writing Skills; *Writing Tests
IDENTIFIERS- *California

This handbook, intended for English language arts teachers, principals, curriculum and testing specialists, superintendents, and all educators interested in preparing students for the grade 8 California Assessment Program (CAP) writing assessment, provides the practitioner with information about the content of the test, the rationale underlying it, and materials to help administrators and teachers prepare for and respond to the assessment. It is a practical and open-ended document that contains descriptions of the eight types of writing tested in the eighth grade (report of information, evaluation, problem solution, autobiographical incident, firsthand biography, observational writing, story, and speculation about cause or effect), as well as information about the importance, characteristics, and interrelatedness of the various types of writing. In addition, the guide includes the following items: exemplary student essays and an example of one student's writing process; suggestions for classroom writing assignments; samples of a range of students' writing, including essays written for the CAP writing test; examples of published essays; recommended readings for use in the classroom; and a scoring guide for rhetorical effectiveness. (SR)

ED 324 756 EA 022 266

Merenstein, Bruce P.; Brandon, Gerard L.
Pennsylvania State Education Association, Harrisburg.
The Effect of the Current and Alternative Subsidy Systems on Equity among Pennsylvania School Districts.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; *Poverty Areas; *Resource Allocation; *School Districts
IDENTIFIERS- *Pennsylvania

To provide for its public education system, the state of Pennsylvania pays an Equalized Subsidy for Basic Education (ESBE) to school districts. More than 85 percent of the basic ESBE is distributed inversely to districts on the basis of their wealth. The rest of the ESBE is comprised of numerous supplements addressing the particular needs of certain types of districts, such as small districts and those with many families receiving welfare payments. Although the subsidy is intended to equalize resources among school districts of varying wealth, instructional expenditures across the state vary widely. The wealthiest 100 school districts spent an average of $4,210 per pupil in 1988-89, and the least affluent 100 school districts spent an average of $2,729. There are two explanations for this wide variation in spending patterns: the unwillingness-to-spend hypothesis and the inability-to-fund hypothesis. The study summarized in this report tests these hypotheses by examining the equity (across wealth groupings) of the current educational subsidy system and various alternative subsidy proposals. Using groups of 100 school districts, data from all 500 operating school districts were analyzed. According to numerous equity measures, it was found that the current system maintains the unequal distribution of instructional resources across wealth groupings. A base guarantee system with no minimum subsidy for school districts would provide the greatest degree of equity at current spending levels. Included are numerous graphs and two appendices providing comparison data and methodology analysis. (MLH)

ED 324 788 EA 022 317

Neilander, Dennis K.; Sacarto, Douglas M.
National Conference of State Legislatures, Denver, CO.

Asbestos in State-Owned Buildings: A Survey of State Programs.

PUB DATE- Sep 89
NOTE- 111p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asbestos; *Buildings; Elementary Secondary Education; *Hazardous Materials; *Rehabilitation; *State Government; Surveys
IDENTIFIERS- *Asbestos Hazard Emergency Response Act 1986; *Environmental Protection Agency

The information in this report is derived from responses to a questionnaire sent to contacts in the 50 states in winter 1988. The questionnaire, which uses the requirements of the Asbestos Hazard Emergency Response Act of 1986 (AHERA) as a base for comparing state programs, sought information regarding state programs dealing with asbestos in state-owned buildings. AHERA is the only federal law mandating uniform asbestos inspection in buildings, but it applies only to elementary and secondary school buildings. Survey data from the 28 states are summarized in a series of charts collating features of all state programs and in individual state profiles. In 25 of these states, building inspections were being required in at least some state-owned buildings, most often office buildings, hospitals, and prisons. Alaska, Florida, New Jersey, and Rhode Island reported that once asbestos is discovered, management plans must be developed and implemented as a matter of law, while six other states indicated similar planning as a matter of state or departmental policy. Notification of some kind was required in almost all responding states. Almost all states report that both removals and management-in-place are being selected as response actions and that abatement projects were being conducted in occupied buildings following stringent work practice standards. Most states use a combination of general funds and departmental budgets to finance asbestos activities. Three appendices summarize relevant laws and regulations, list states with delegated federal programs, and provide the survey respondents' state contact list. (MLH)

ED 324 821 EA 022 362

Hunt, Nancy P.; Papalewis, Rosemary

Educational Computing: Ethical Issues for School Administrators and Policy Makers.

PUB DATE- Nov 89

NOTE- 11p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Francisco, CA, November 1989). Small, broken print in the attachment may not reproduce in paper copy adequately.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Responsibility; *Computer Software; Copyrights; Educational Administration; Elementary Secondary Education; Ethical Instruction; *Ethics; Legal Responsibility; Moral Values; Policy Formation; Privacy; *School Policy

IDENTIFIERS- *California

The amount of knowledge that site and central office administrators possess about the ethical use of computer software in schools is assessed in this report. Specific questions addressed included the existence of related policies, administrators' knowledge of policies, and degree of site compliance. Four district and 10 site administrators were surveyed. A conclusion was that most districts lacked board policies or regulations governing the use and copying of software, and that central office administrators were unaware of their existence. A second finding was that districts with policies often did not comply with them. Results demonstrate the need for specific guidance in administrator education to address ethical issues in computing. An appendix contains two International Council for Computers in Education policy statements regarding the ethical use of computers by educators and software copyright policy and guidelines. (6 references) (LMI)

ED 324 513 CE 056 093

Barbee, David E.

The Use of New Technology in Developing Human Resources.

PUB DATE- 14 Nov 89
NOTE- 10p.; Paper presented at the National Conference of the Asociacion Mexicana de Capacitacion de Personal (Mexico City, Mexico, November 14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Continuing Education; *Human Resources; *Job Training; *Labor Force Development; Retraining; *Technological Advancement; Vocational Education

The new technology of information and communications can be applied directly to training and educating people more efficiently and effectively. Three major adjustments need to be made in current thinking about human development to meet the challenge of using the new technology. First, the development of people must be viewed as an investment and not an operating expense. Second, development must be seen as something the individual controls himself or herself and not as something that another person (instructor, counselor, or manager) does to him or her. Third, development should not be viewed as applying a treatment, as in teaching, but as preparing a learning environment. The learning environment is at the heart of developing people. To develop learning environments that deal with the range of learning outcomes required in the modern workplace will be impossible to achieve without the use of modern tools and technologies. Faced with the challenges in society that the new technologies have created, educators and trainers must improve education and development at each stage of the human development process. (The final three pages list some thoughts on tomorrow's jobs, workplace, and learning environments.) (YLB)

ED 324 545 CE 056 189

Further Education Staff Coll., Blagdon (England).
Towards an Educational Audit. Regional Working Party Report.
Information Bank Working Paper 2419.
PUB DATE- Oct 87
NOTE- 29p.; Most pages contain small, faint type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- *Audits (Verification); Change Strategies; *College Programs; Educational Change; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Higher Education; *Program Evaluation; Vocational Education
IDENTIFIERS- *England

Great Britain's further education service is being subjected to numerous investigations into and reports on the efficient use of college resources under the audit inspectorate. The need for program evaluation and accountability is undisputed; however, the methods and criteria on which the audits are based must be reexamined. The audit inspectorate's current procedures have imposed upon college administrations a series of absolute controls and yardsticks that tend to limit or remove reas of discretion and room to maneuver. The terms, definitions, arrangements, and practices on which audits are now based are losing their usefulness and relevance. The result is that the audits are perpetuating traditional approaches rather than stimulating much-needed and worthwhile innovation. Any evaluation of performance, if it is to have real meaning and value, must start with the aims and objectives that have been set for the further education service. Audit procedures should go beyond measures of efficiency and encompass, in full partnership with the educational service, considerations of effectiveness in educational and qualitative terms, taking into account future needs as well as present provision. (Summaries of three college experiences of district audits are appended.) (MN)

ED 324 624 CG 022 886

Falvey, Janet Elizabeth
Association for Counselor Education and Supervision, Washington, D. C.

Handbook of Administrative Supervision.

PUB DATE- 87
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accountability; Administration; *Counselors; *Counselor Training; Higher Education; Personnel Evaluation; *Program Development; Program Implementation; *Supervision; *Supervisors

This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for supervisors to use in the field for enhancing their own skills or for use with other counselors under their supervision. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. This handbook focuses on management issues and strategies for use in graduate level courses and in the field. Topics covered in the text focus on the dual challenge facing administrators: to manage both people and programs effectively. Chapters present relevant literature, offer techniques and strategies for implementing administrative skills, and identify additional resources for the new supervisor. Individual chapters focus on: (1) the transition from counselor to administrator; (2) leadership in supervisory relationships; (3) managing professional staff; (4) conflict and stress in organizations; (5) accountability in performance evaluations; and (6) program planning and implementation. References are included. (NB)

ED 324 640 CS 010 259

Wallhausen, Helen

Reader Bridges--Transitional Literature: The Role of Superstructure in the Life of the Reader.

PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Books; *Childrens Literature; Cognitive Development; Elementary Education; Literary Devices; Literary Genres; *Reader Text Relationship; Reading Aloud to Others; Reading Improvement; *Reading Material Selection; Reading Research
IDENTIFIERS- *Text Factors; *Trade Books

This paper defines an already existing body of literature in trade books whose intrinsic characteristics provide a superstructure of support that make it particularly attractive to readers engaged in ongoing growth beyond beginning or emergent reading who, for whatever reason, cannot be considered mature or independent enough readers to engage comfortably a text form such as "the novel." The paper explores the characteristics of the genre; traces its roots and origins; provides examples of transitional literature available in trade books (and reasons why children like or dislike them); attempts to establish judgment criteria; and supplies a list of such literature for use in classrooms as well as suggestions for ways to use it. A 22-item bibliography and an appendix of suggested transitional literature titles conclude the paper. (SR)

ED 324 656 CS 010 276

American Newspaper Publishers Association, Washington, D.C.
Selected Papers from the American Newspaper Publishers Association Literacy Conference (Washington, D.C., July 23, 1990).
PUB DATE- 23 Jul 90
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Objectives; Futures (of Society); *Illiteracy; *Literacy; Reading Achievement; *Reading Instruction; World Problems
IDENTIFIERS- American Newspaper Publishers Association; Newspaper in Education Program; Workplace Literacy

Representing a selection from the American Newspaper Publishers Association (ANPA) Literacy Conference, these seven papers include: "Remarks Prepared for Delivery ANPA Literacy Conference" (Labor Secretary, Elizabeth Dole); "National Education Goal #5: A Challenge for Everyone" (Assistant Secretary of Education, Ted Sanders); "Literacy: Federal Perspective" (Senator Albert Gore); " Remarks " (Susan Anthony); "How People Learn or Fail to Learn to Read" (Jeanne S. Chall); " Remarks " (Christy C. Bulkeley); and "Education for All: The New Literacy in the Global Village" (Nat J. Colletta). (RS)

ED 324 707 CS 507 271

Miller, Virginia H.

The Design and Implementation of a Speech, Drama, and Communications Course for Junior High Students.

PUB DATE- Dec 85

NOTE- 102p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Communication Apprehension; *Communication Skills; Course Content; *Course Organization; Curriculum Development; *Dramatics; Grade 8; Grade 9; Junior High Schools; Junior High School Students; Language Arts; Peer Acceptance; Private Schools; Self Concept; *Speech Communication; Teacher Developed Materials

IDENTIFIERS- Florida

A practicum was designed (for grades 7-9) which implemented a speech, drama, and communications course (18 students) at a nonpublic Christian school. The goals of positive student self-image and peer acceptance were emphasized through teacher-made and religious-oriented materials as well as through written and oral student presentations evidencing communication skills and drama experiences. Teaching segments were organized according to activities in four major areas: listening/observing, planning/teaching, writing/directing, and speaking/acting. Performances were geared to chapel presentations and plays before lower-school classes. Results on pre/posttests for oral presentation, teaching assignment, and dramatic performance evaluations revealed improved abilities for most student participants. Additionally, favorable comments about student performances and the messages of the presentations were made by other teachers, parents, and school administrators. (Twenty-one appendixes containing evaluation forms and course activities are included; and 16 references are attached.) (KEH)

ED 324 724 CS 507 299

Spicer, Karin-Leigh
Developing a Course in Communication for Elementary Education Majors.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Course Descriptions; *Education Majors; *Elementary Education; Higher Education; Interpersonal Communication; Listening; Nonverbal Communication; *Preservice Teacher Education; Speech Skills; *Story Telling; Teaching Methods
IDENTIFIERS- Speech Communication Education; Wright State University OH

This paper describes a communication course curriculum for students majoring in elementary education which has been used at Wright State University for 4 years. The paper presents an overview of the topics discussed in the course (topics chosen for their relevance and importance to successful classroom communication): (1) process of human communication; (2) self-perception and communication; (3) speaking skills; (4) storytelling; (5) nonverbal communication in the classroom; (6) motivations to communicate; (7) expectancies in the classroom; (8) listening; (9) communication apprehension; (10) interpersonal communication; and (11) conflict. The paper includes a description of class activities and assignments. Thirty-three references are attached. (RS)

ED 324 838 EC 232 182

Robey, Elaine; And Others
Macro Systems, Inc., Silver Spring, Md.

Investigation of Interactive Technologies for a Risky Behaviors Program for Mildly Mentally Handicapped Youth. Final Report--Phase I.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 15 Mar 90
NOTE- 142p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Development; *Decision Making; *Drug Abuse; Educational Technology; Instructional Design; *Interactive Video; *Mild Mental Retardation; *Multimedia Instruction; Secondary Education; Self Destructive Behavior; Skill Development; Substance Abuse; Teaching Methods

The study reported in this document investigated the feasibility of using an interactive multimedia computer environment to build the information base and decision-making skills of mildly mentally handicapped youth with the aim of combatting drug abuse behaviors. This report covers phase 1 of a projected 3-phase study. Its four chapters provide a general overview, a description of phase 1 activities, a description of the design plan, and a conclusion. Phase 1 activities included a literature review, review of existing products, a design team meeting, hardware and software review, solicitation of industry support, and creation of a preliminary design document. The design plan focuses on target audience, design principles, topic areas to be covered, product components, and design components. Appendices making up the bulk of the document contain letters of support from potential publishers, a list of literature review citations, an existing product review, and a summary of a design team meeting. The literature review contains bibliographic information and abstracts for 28 published resources and bibliographic information only for 76 resources. The existing product review lists and briefly describes 35 computer-based instruction and interactive videodisc systems, 57 videotapes and related media products, and 46 printed materials. Twenty references are included (JDD)

ED 324 852 EC 232 197

Lakin, K. Charlie; And Others

Decision Resources Corp., Washington, DC.; Mathematica Policy Research, Princeton, N.J.; Minnesota Univ., Minneapolis.; Temple Univ., Philadelphia, Pa. Inst. for Survey Research.

The Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities. Volume II. Current Status and Changes in Separate Facilities for Students with Handicaps.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 31 Jan 90

NOTE- 593p.; For the other volumes in this study, see EC 232 196-200. Some tables contain small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Change Agents; *Day Programs; *Disabilities; Educational Change; Educational Improvement; Educational Practices; Elementary Secondary Education; Federal Legislation; *Institutional Role; National Surveys; *Program Administration; Program Improvement; Residential Institutions; *Residential Programs; Special Schools; *Student Characteristics

IDENTIFIERS- Education for All Handicapped Children Act

The second of five volumes of a report on instructional programs for handicapped children and youth in day and residential facilities, this document describes methodologies and results of the first of four components of the study, a national survey of separate facilities for handicapped children and youth which yielded responses from 1,315 day programs and 626 residential programs (a 75% return rate). This survey provides the first comprehensive national data set of this nature. Detailed information over a wide range of areas is presented for both types of facilities, including administrative characteristics (size, ownership, costs, funding sources, and licensure and certification); staff characteristics (number of staff, professional training of staff, and hours of specialized services provided); characteristics of pupils (numbers of students by type and severity of handicapping conditions, age, gender, and racial/ethnic distribution; living arrangements of day students; and educational, recreational, and other services provided by the facilities. These include on-site and off-site programs for students aged birth through 21 years, student evaluations, services to existing students, and participation in noninstructional activities. Detailed data on entering and exiting students for the full year of 1987 is also provided, as is a longitudinal examination of changes and new roles for separate facilities in the years following the initial implementation of Public Law 94-142 (the Education for All Handicapped Children Act) in 1976. Data is displayed in 102 tables. (JDD)

ED 324 865 EC 232 410

Hayashi, Junie
Hawaii State Legislative Reference Bureau, Honolulu.
Special Education in Hawaii--Some Current Problems. Report No. 6.
PUB DATE- 89
NOTE- 154p.; Contains faint and reduced print. Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; *Eligibility; Examiners; *Handicap Identification; Incidence; *Personnel Needs; Personnel Selection; Recruitment; School Psychologists; Social Workers; Special Education; *State Standards; *Student Evaluation
IDENTIFIERS- Education for All Handicapped Children Act; *Hawaii

The report examines the Hawaii Department of Education's procedures and criteria in the identification and evaluation of handicapped children, as well as difficulties encountered in recruiting and maintaining qualified special services evaluation personnel. An introductory chapter notes the legislative authority for the study; provisions of Public Law 94-142 (the Education for All Handicapped Childen Act); and the study's methodology (a survey of other states, review of the literature, and interviews with special education administrators). Chapter 2 addresses the identification of handicapped children, noting that Hawaii's percentage of handicapped children served is less than any other state. Eligibility procedures and criteria for special education are discussed in chapter 3. The fourth chapter looks at special services evaluation personnel including multidisciplinary diagnostic teams; it also discusses the personnel shortage problem and problems in recruitment and retention. The last chapter presents recommendations, suggesting, among other things, that the Department of Education: (1) obtain expert consultation in determining whether current identification procedures need to be revised: (2) develop useful identification criteria for specific disability areas; (3) evaluate the validity and appropriateness of tests currently used; and (4) improve salaries of special education personnel. Much of the document consists of exhibits and appendixes including comparisons of Hawaii with other states, relevant Hawaii legislation, and Hawaii's guidelines for identification and evaluation. (DB)

ED 324 881 EC 232 476

Slade, David L.
Home-School Partnerships for the Education of Severely Emotionally Disturbed Students.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Emotional Disturbances; Homework; Parent Participation; *Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation

Research has shown that parents can make significant contributions to the education of their severely emotionally disturbed children if given appropriate guidance by education professionals. To actively engage parents in educational processes, educators need to be skilled in effective communication strategies. Working with parents on one focused issue, such as homework, can maintain a guiding purpose for sustained interaction. As students absorb independent work skills and other positive behaviors, the need for direct parent and teacher involvement may decrease significantly. (21 references) (PB)

ED 324 896 EC 232 630

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.
Youth Categorized as Speech Impaired, Statistical Almanac, Volume 4. The National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 286p.; For related documents, see EC 232 627-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; *Speech Handicaps; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 588 students with speech impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training, life skills); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age in 1987, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 911 FL 018 870

Inchaurralde, Carlos

Mental Representations and LSP Teaching.

PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; *Concept Formation; *Epistemology; *Languages for Special Purposes; Linguistic Theory; Mathematical Concepts; Second Language Instruction
IDENTIFIERS- *Mental Imagery

The way that students use mental representations when acquiring new knowledge can be exploited more systematically in the teaching of language for special purposes (LSP). A variety of modes of representation exist, including those in the external sensory world, that are received through the different senses and individual representational systems. Each individual's unique system can be determined from his choice of words or eye movements. In addition to possessing different representational tendencies in different subjects, humans have dominant modalities for each of these problems. It is important in LSP teaching to find out the students' most widely used representational system, and the system that most favors the assimilation of concepts in the specific subject area. The role of representations in concept formation must be linked with the basic process of memory. The theory of semantic, as distinguished from episodic, memory has implications for the format of knowledge representation and its organization. The basic concepts of a language are acquired extentionally, associating linguistic symbols with events and accumulating associations with time, reinforcing concept storage. This is exemplified in the concept of derivatives in mathematics. (MSE)

ED 324 927 FL 018 900

Galatanu, Olga
Communication et reflexion metalinguistique dans l'apprentissage du francais par les adultes (Communication and Metalinguistic Reflection in French Language Learning by Adults).
PUB DATE- Apr 90
NOTE- 7p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Classroom Communication; Foreign Countries; *French; Language Research; Linguistic Theory; *Metalinguistics; Second Language Learning

A discussion of the relationships between communication in a foreign language and metalinguistic thought given to that language focuses on formal French language learning by adults in their home countries. Experience with adult language learners suggests a resistance to grammatical explanations but an openness to explanations of meaning. It would seem appropriate, then, to transform the traditional and authoritarian grammatical explanation into an activity involving metalinguistic reflection on the learner's part, assisted by the teacher. The use of language to explain language usage thus strengthens the perceived link between language and meaning. Ways to incorporate the conceptualization of language into classroom communication include: (1) simulation of different forms of communication based on inquiry; (2) exercises in the identification and discrimination of the linguistic forms appropriate to certain kinds of situations; (3) spontaneous explanation of linguistic forms and the rules that govern them; and (4) use of graphic aids to visualization. It is concluded that visual instruction, metalinguistic reflection, discovery of linguistic fact through successive approximations, and conceptualization are complementary and indispensable processes in second language learning. (MSE)

ED 324 942 FL 018 924

Caminero, Rosario; White, Ann

Applying the Natural Approach to the Business Spanish Classroom.

PUB DATE- 89
NOTE- 17p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Class Activities; Higher Education; *Introductory Courses; *Languages for Special Purposes; Second Language Instruction; Second Language Learning; *Spanish; *Teaching Methods
IDENTIFIERS- *Natural Approach (Languages)

A modified Natural Approach was applied to the instruction of a beginning business Spanish course in which students are assumed to have had at least one year of Spanish instruction. In the Natural Approach, three stages of language acquisition are hypothesized: comprehension (pre-production), early speech (one- and two-word responses), and speech emergence (sentence production). In the modified approach, second-year (first-year business Spanish) activities are divided into three categories: pre-production, guided production, and production. Receptive and productive skills are stressed from the beginning. In the first of these, the instructor provides descriptive and explanatory input and students listen and infer meanings, linking new vocabulary and structures to visual stimuli. In the second stage, activities are designed for limited structured production. In the third stage, students use new vocabulary in situations or task-oriented activities. A variety of activities may be used at each stage, all focusing on the emerging capabilities of the stage. The method can be adapted to an intermediate language course. (MSE)

ED 324 958 FL 018 944

Roberts, Cheryl A.; Gaies, Stephen J.
English for Amish Children in Iowa: Sociolinguistic Dimensions.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Amish; *Cultural Isolation; Curriculum Development; Educational Change; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Program Design; Rural Schools; Second Language Instruction; *Second Language Programs; Sociolinguistics
IDENTIFIERS- *Iowa (Buchanan County); *Sheltered English

Since 1965, Amish children in Buchanan County, Iowa have been exempted from state requirements to attend centralized schools and, instead, are taught in small rural schools with a traditional curriculum through grade 8. More recent federal laws mandate provision of special services to limited-English-proficient (LEP) students in this group. Some schools have refused English-as-a-Second-Language (ESL) services, which currently include diagnostic testing, recommendations on materials adaptation and purchase, inservice teacher workshops, and consultation on planning for the future. Administrator attitudes have been positive to neutral. Teachers have generally been receptive to workshops and new ideas. Parents have expressed guarded approval, preferring minimal change. The new program design resembles sheltered English, with subjects taught in English. However, the goals of sheltered English and of the Amish differ. Sheltered English programs are intended to mainstream students, while the Amish community prefers separation. Development of a program model tailored to the goals and language functions deemed important in this and other unique communities, such as native American groups, could be useful. Some methods and content are considered inappropriate for the Amish, and challenge currently-accepted methodology. Inservice training must match teacher needs and goals, and testing must be adapted for the population. (MSE)

ED 324 974 FL 018 988

Rabin, Annette T.
The Evaluation and Use of Non-English Text in the U.S. and Abroad.
PUB DATE- 5 Jul 90
NOTE- 14p.; Paper presented at the 1990 World Congress of the International Reading Association (Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Foreign Countries; *Readability; *Readability Formulas; *Reader Text Relationship; *Reading Materials; *Second Languages
IDENTIFIERS- Austria; Canada; Denmark; *Flesch Reading Ease Formula

The history of the evaluation of non-English written materials through the use of various mathematical formulae is reviewed. This process began in 1939 with Tharp's work in French, and has continued until the present. Formulas have been developed for Spanish, Russian, German, Hebrew, Chinese, and Vietnamese. In Europe, modifications of the Flesch Reading Ease Formula were adapted to French, Spanish, German, and Dutch, while different methods were used to evaluate many other languages. More recently, in Denmark, Austria, and other European countries, techniques have been developed that involve the examination of factors other than linguistic ones (i.e., the visual presentation of the material and the contents of the text. In the United States and Canada recent research has concentrated on the evaluation of the readability of minority-language texts such as French in Canada, and Spanish and Vietnamese in the United States. (JL)

ED 324 990 HE 021 711

Advanced Technology, Inc., Reston, VA.; Westat, Inc., Rockville, MD.
Title IV Quality Control Study, Stage Two: Final Report. Volume I: Findings and Appendix to Findings.
SPONS. AGENCY- Office for Postsecondary Education (ED), Washington, DC. Debt Collection and Management Assistance Service.
PUB DATE- Jun 87
NOTE- 472p.; For other volumes in this series, see HE 021 710, HE 021 713-714, and HE 021 716. For Stage One, see ED 271 061. Cover title varies slightly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; College Students; Educational Policy; Eligibility; *Error Correction; Error Patterns; Higher Education; *Need Analysis (Student Financial Aid); Program Administration; Program Effectiveness; Program Evaluation; Program Improvement; *Quality Control; Student Characteristics; Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Department of Education; *Student Assistance Amendments 1981

The Title IV Quality Control Project is an evaluation of quality in the United States Department of Education's major student aid programs, including the Pell Grant program, the Campus-Based programs (consisting of the Supplemental Educational Opportunity Grant, National Direct Student Loans/Perkins Loans, and College Work-Study programs), and the Guaranteed Student Loan (GSL) program. This volume of the study report presents the results of analysis of the level and frequency of error in these programs, both overall and for each individual program. Analysis produced program-wide estimates of error, apportioned the error to its sources (students and institutions), and traced the error to the student application or institutional items that caused the error. The study also focused on the effectiveness of two key efforts to improve quality in the programs: (1) mandated validation in the Pell program; and (2) optional institutional validation activities in the Pell, Campus-Based, and to a limited degree, GSL programs, as well as voluntary institutional quality or internal control procedures. Almost 100 tables and eight exhibits illustrate the study findings. The appendixes are bound separately. Appendix A describes the Title IV student aid programs and outlines the delivery system. Appendix B deals with population characteristics, emphasizing distribution of various program funds by income level of student's family. Appendix C focuses on marginal errors from both institutional and student sources within each program, while Appendix D analyzes characteristics tested for association with error. Appendix E comprises the major portion of the document and contains 85 tables, both program-specific (Pell Grant, Campus-Based, and GSL) and miscellaneous. The tables cover cost of college attendance, program disbursements, student characteristics, various types of errors, and estimated joint program benefits. (JDD)

ED 325 004 HE 023 901

Moses, Henry C.
Inside College: New Freedom, New Responsibility.
PUB DATE- 15 Oct 90
NOTE- 234p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adjustment (to Environment); College Faculty; College Freshmen; Courses; *Educational Environment; Extracurricular Activities; Grades (Scholastic); Hidden Curriculum; Higher Education; Interpersonal Relationship; Socialization; *Student Adjustment; *Student College Relationship; *Student Experience
IDENTIFIERS- *College Life

The book offers practical information and insights about college life for students who are about to enter college for the first time. Each chapter title names a task or challenge that may have to be dealt with by the student as he/she begins the college experience. Among the topics that are covered in depth are: dormitory life; relationships with professors and classmates; rules and regulations; course work; grades; faculty and administration; social life; extracurricular activities; keeping an open mind; choosing a major; and how to shape one's own education. Individual chapter discussions also consider: (1) old stereotypes and preoccupations about college and self; (2) the complexities and creative ways of working with roommates; (3) the college syllabus and course selection; (4) the college course through the eyes of the instructor; (5) college enterprises (services) that are available to help students academically succeed and better participate in college life; and (6) areas that, if good judgement and self-awareness are not exercised, can derail a college education. Student comments that provide glimpses of how other young women and men have dealt with the freedom and responsibility of college life are also provided. Contains an index. (GLR)

ED 325 021 HE 023 938

Gardner, Philip D.; Jackson, Linda A.
Explaining the Gender Wage Gap: Pay Expectations for Self, Others, and Perceptions of "Fair Pay."
PUB DATE- May 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Attitude Measures; College Seniors; *Comparable Worth; Comparative Analysis; *Compensation (Remuneration); Employed Women; Higher Education; *Salary Wage Differentials; *Student Attitudes; Surveys; *Wages

This study was conducted to investigate the pay expectations of graduating seniors, and specifically, the relationship between gender and pay expectations for one's self and others. The main purpose of the study was to determine if women and men differed in their initial pay expectations. Surveys were received from 447 college seniors, including 100 pretest surveys. Respondents were majoring in Agriculture, Business, Engineering, Social Sciences, and "other" composed of Nursing, Education, and Human Ecology. Except women in Social Sciences, respondents expected their starting salaries to be higher than the starting salaries of others. Compared to males, females expected lower peak salaries for themselves and lower peak salaries for the "best" others in their fields. Engineering reported the highest salaries. Females in Agriculture also expected higher peak salaries for themselves while females from "Other" majors had lower salary expectations. Across all colleges except "Other," women expected fairly comparable salaries. Additionally, females in Engineering, Business, and "Other" majors expected lower initial salaries for themselves; they also believed lower starting salaries were fair salaries, compared to males in those same fields. The study concludes that the differing meanings of money are a possible explanation for the gender wage gap. Contains 33 references. (GLR)

ED 325 037 HE 023 954

Corrigan, Dean C.; Mobley, William H.
Educational Reform Agenda and Partnerships.
PUB DATE- Sep 90
NOTE- 31p.; Paper presented at the Conference on School-University Partnerships (Washington, DC, September 17-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Cooperative Programs; *Educational Change; *Educational Cooperation; *Educational Planning; Educational Policy; Higher Education; *Institutional Cooperation; Land Grant Universities; *Models
IDENTIFIERS- Texas A and M University

Major factors contributing to the crisis in United States education are summarized, including poverty, changes in the American family, child abuse, changes in the ethnic composition of schools, increasing global competition, decline in traditional student performance measures, crisis in mathematics and science, shortages of teachers, shift in the make-up of the work force, the dropout situation, and intergenerational interdependence. The educational reform movement is discussed, both historically and with its current emphases on teacher empowerment, restructuring schools as centers of inquiry, allowing a "bottom-up" strategy for change, and establishing accountability for results. Texas A & M University's response to the crisis is then described. It involves the creation of Commitment to Education (CTE), a task force for initiating new solutions to education and education-related issues. CTE fosters collaboration among schools, business/industry, and universities to achieve more effective use of resources and talents. Lessons learned from such collaborative ventures include an understanding of the complexity of collaboration and the importance of clearly defined values. The land-grant university system is recommended as a model to bring about the educational reforms needed, by fostering and implementing educational research and development as accomplished in the fields of agriculture and engineering. Includes 41 references. (JDD)

ED 325 051 HE 023 970

Sarukhan, Jose
The Role and Mission of the University in Cultural Development and Education: Diversity within Universality.
PUB DATE- 7 Aug 90
NOTE- 11p.; Paper presented at the International Association of Universities General Conference (9th, Helsinki, Finland, August 5-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *College Role; *Cultural Context; Cultural Differences; Economic Development; Educational Change; Educational Policy; Educational Quality; Equal Education; Foreign Countries; *Higher Education; *Institutional Mission; Political Influences; *Social Change; Universities
IDENTIFIERS- *Diversity (Institutional); Latin America; *Universality

The university in Latin America has always been a dynamic and changing institution. One of the university's roles is to produce free and universal individuals, who are capable of thinking, deciding, and acting on their own, and are possessors of an inner freedom that liberates them of all types of prejudice. In its role as intellectual emancipator, the university strengthens its position as a space of liberty, pluralism, humanism and universalism, research, creation, and social communication of the elements of culture. As part of an educational system, the university must recognize the demands of the society and the State. The university is also a crucial cog in the wheel of economic growth and welfare, modernization, industrialization, technological and scientific achievement, and social development. It is also a principal generator of national intelligence about the country's natural resources and the possibilities and constraints for their use. The university is compelled to fulfill difficult political chores, and suffers the negative consequences of an exaggerated ideologization and politization of its problems. It must guarantee the positive aspects of a university for the elite within the framework of a university for the masses, and it combines the challenge of achieving the highest possible academic standards with diminishing budgets. (JDD)

ED 325 067 IR 014 641

Ohio State Dept. of Education, Columbus.

Integrating Technology into the Curriculum. A Leadership Guide.

PUB DATE- 87
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiovisual Communications; Curriculum Development; *Educational Change; Educational Innovation; *Educational Technology; Elementary Secondary Education; *Futures (of Society); *Telecommunications

Taking a broad view of technology, this publication discusses its potential for education and examines the implications of a technology-oriented curriculum. Chapter 1 identifies the increasing importance of technology in the workplace, home, and forms of communication. Evidence is cited that suggests that emerging technologies can be expected to change the means of accomplishing tasks, institutions, and individual roles therein. Chapter 2 addresses the educational potential of technology from the perspectives of content, outcomes, and methodologies. The importance of integrating technology within the curriculum is emphasized, and examples for doing so are offered through a citizenship approach. The need for planned organizational change is discussed in chapter 3, which notes that consideration for the changing roles of individuals and establishing a climate for innovation are important. Finally, technology is examined in terms of its future and its potential to generate change, and it is concluded that the integration of technology into schools on a large scale raises issues concerning personnel, resources, management, programs, and administration. A glossary of important terms is provided. (39 references) (DB)

ED 325 083 IR 014 668

Jordan, Daniel W.
Computers in Louisiana Public Schools: A Trend Analysis, 1980-1990.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Longitudinal Studies; *Microcomputers; *Public Schools; School Surveys; State Surveys; *Trend Analysis; *Use Studies
IDENTIFIERS- *Louisiana

A survey instrument was developed to determine the status of microcomputers in the public schools of Louisiana. The instrument solicited information concerning the number of microcomputers in the schools, the manufacturers of the computers, and how the computers were being used in the school system. The survey was mailed to 66 districts in the state in 1980, 1984, and 1989. Analyses of the responses indicate that computer acquisitions from all strata of the public school systems of the state grew at an astonishing rate over the 10-year period. Also, the popularity of the Tandy microcomputer decreased while the popularity of the Apple and IBM microcomputers and other microcomputers with compatible operating systems increased. The most common usage reported was computer science instruction in secondary mathematics courses in 1980, and the ratio of students per computer ranged from 11.5 to 21.5 in the 10 parishes with the highest ratios in 1989. (DB)

ED 325 098 IR 014 688

Clark, W. Bruce; Haughey, Margaret L.
Evaluation of Year One of Distance Learning Project North.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 15 Feb 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Computer Managed Instruction; Cost Effectiveness; Delivery Systems; *Distance Education; *Evaluation Methods; Foreign Countries; Inservice Teacher Education; Interviews; Learning Modules; *Mathematics Instruction; Microcomputers; *Program Evaluation; Questionnaires; Secondary Education; Teleconferencing
IDENTIFIERS- *Alberta; *Distance Learning Project North AB

This report describes the Distance Learning Project North, which began in September 1988 in Alberta, Canada. The primary emphasis of the project was on increasing equity in educational opportunity and the focus was testing alternative distance education delivery systems which can be used to provide equitable, cost-effective education to the project schools. The project was to explore a multi-grade model where a "classroom" was composed of students from many grades in learner-centered mathematics supported by a computer managed learning (CML) system. Students in these classes would study modular, independent learning materials while receiving instructional support, question and answer support, evaluation and assessment from off-site. A case study evaluation consisting of interviews, observations, and document analysis was used to ensure recognition of contextual factors that affected the project. Results indicate that overall attitudes toward the CML mathematics experience were positive. Organization and structure of materials may be improved, and both students and teachers would benefit from orientation to the distance learning program prior to its commencement. Copies of the interview protocols used with principals, teachers, and students are included. (DB)

ED 325 112   IR 014 716

Landberg, Ted
National Bureau of Standards (DOC), Washington, D.C. Inst. for
Computer Sciences and Technology.

Electronic Bulletin Boards.

PUB DATE- Apr 86
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Electronic Mail; *Information Networks; Information Technology; *Microcomputers; Program Development; *Telecommunications; Teleconferencing; User Needs (Information)

This manual is intended to provide guidance to those interested in establishing an electronic bulletin board system (BBS) that enables users to send and read messages both individually and by teleconferencing, and to transfer files to and from the system. The manual begins with a definition of a BBS and explains its uses and facilities. It then gives instructions for starting and operating a BBS, including: (1) hardware requirements (microcomputers, modems, telephone lines, printer and a tape backup system); (2) software requirements (bulletin board system software, call analyzer software, and multi-tasking software); and (3) the selection of a system operator. Also discussed are the day-to-day operations of a BBS, including monitoring messages, refreshing bulletins or files, taking security precautions to safeguard the system, and analyzing bulletin board traffic. The appendices include a list of the functional features of a BBS, examples of the screen displays from the Microcomputer Electronic Information Exchange (MEIE) BBS, and an explanation of XMODEM file transfer procedures. It is noted that the MEIE is in the public domain and representative of similar commercially available products. (8 references) (DB)

ED 325 126 IR 053 322

Reed-Scott, Jutta
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Preservation Organization and Staffing. SPEC Kit 160.
PUB DATE- Jan 90
NOTE- 142p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Employment Qualifications; Higher Education; *Library Administration; *Library Personnel; *Library Planning; Library Services; Library Surveys; Organizational Objectives; *Preservation; Program Descriptions; *Research Libraries

This document examines the changes in organization and staffing of preservation programs since SPEC (the Systems and Procedures Exchange Center) surveyed members of the Association of Research Libraries (ARL) in 1985. It is based on responses of 109 ARL libraries to ARL preservation surveys, and additional contacts with 21 ARL libraries that have established major preservation programs. An introductory overview discusses the survey responses in the context of five trends: (1) institutionalization of preservation activities; (2) continuing changes in the organization and staffing of preservation programs; (3) significant growth in the size of preservation programs; (4) growing emphasis on broad administrative and managerial responsibilities; and (5) increased specialization in preservation positions. A compilation of preservation statistics is also provided. The major part of the document is made up of materials submitted by respondents; i.e., organization charts, position descriptions, and/or planning documents from Brown University; University of California at Berkeley; Case Western Reserve University; University of Chicago; Columbia University; University of Connecticut; Duke University; McGill University; National Library of Medicine; Northwestern University; Ohio State University; Oklahoma State University; Smithsonian Institution; University of Southern California; Southern Illinois University; University of Toronto; and Vanderbilt University. (SD)

ED 325 141 IR 053 342

Hert, Carol A.; McClure, Charles R.
Syracuse Univ., N.Y. School of Information Studies.

A Study of the Use of the AAHSLD Annual Statistics in Member Libraries.

SPONS. AGENCY- Association of Academic Health Sciences Library Directors.
PUB DATE- 30 May 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; *Decision Making; Evaluation Criteria; *Information Utilization; *Library Administration; Library Planning; *Library Statistics; Library Surveys; *Medical Libraries; *Program Evaluation; Questionnaires; Use Studies

This study reports findings from a survey of U.S. and Canadian medical libraries belonging to the Association of Academic Health Sciences Library Directors (AAHSLD). Conducted in the spring of 1990 and funded by AAHSLD, the survey had the two primary purposes of assessing the use of the AAHSLD "Annual Statistics" in providing data for decision making, and offering recommendations to improve the usefulness of the "Annual Statistics." Usable responses were received from 83 of the 144 medical libraries surveyed. Both quantitative and qualitative assessments were made on the survey data, and the findings generally suggest satisfaction with the "Annual Statistics." However, the "Annual Statistics" could be improved by including more performance measures and categorizing some of the data differently. Other findings and specific recommendations to improve the publication are included in the report. A copy of the questionnaire and comments on individual questions by the respondents are appended. (7 references) (Author/SD)

ED 325 155 JC 900 550

Cohen, Arthur M.
Defining Community College Achievements.
PUB DATE- 17 Nov 90
NOTE- 14p.; Paper presented at the Annual Conference of the Community College League of California (Los Angeles, CA, November 16-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Outcomes Assessment; *College Transfer Students; *Community Colleges; Evaluation Methods; *Institutional Mission; Institutional Research; National Surveys; *Organizational Effectiveness; Research Methodology; *Research Problems; Role of Education; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Universities

In 1989, the Center for the Study of Community Colleges received a grant from the Ford Foundation to assist community colleges in defining their transfer rates and collecting data to support those definitions. The Center invited 240 community colleges with at least a 20% minority enrollment to participate in a Transfer Assembly. Interested institutions were asked to provide information on the number of their students (disaggregated by ethnicity) who had entered the college in fall 1984 with no prior college experience; the number of these students who had stayed at the institution long enough to attain at least 12 college credit units; and the number of that group who entered a senior institution within the ensuing 4 to 5 years. To assist the institutions, the Center staff established a definition of transfer rate which would be valid, readily understandable to the layperson, and calculable with data that would be accessible to the college staff at a reasonable cost. At the 47 colleges providing usable data in 1989, 50% of the students entering in 1984 with no prior college experience had completed 12 units, and 23% of these students had transferred to a four-year institutions by spring 1989. Data gathered in 1990 from 40 colleges revealed that among students entering in 1985, 46% had completed at least 12 units and 24% had transferred by spring 1990. The paper concludes with suggested strategies for measuring community college success in their other, non-transfer purposes. (PAA)

ED 325 169 JC 900 568

Levine, Judith R., Ed.; Feist, Stanley C., Ed.
Springfield Technical Community Coll., MA.; State Univ. of New York, Farmingdale. Agricultural and Technical Coll.
Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (4th, Springfield, Massachusetts, March 15-16, 1990).
PUB DATE- Mar 90
NOTE- 223p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; *College Instruction; *College Students; Community Colleges; Computer Assisted Instruction; Higher Education; *Instructional Development; Instructional Improvement; Program Descriptions; Psychological Studies; *Psychology; Sexual Harassment; Social Psychology; *Teaching Methods; Two Year Colleges; Universities

The 17 papers in this compilation were selected from 29 presentations given at the conference. The collection includes the following papers: (1) "Does Classroom Context Affect Examination Performance?" by Debra Elliot, Toni Strand, and David Hothersall; (2) "Accent on Abilities: Empowering the Learner by Integrating Teaching, Learning, & Assessment," by Jack J. Mino; (3) "Behavioral Strategies for Classroom Management," by Stanley C. Feist; (4) "Computer Activities for Introductory Psychology: Design Considerations," by Eliot Shimoff, B. A. Matthews, and A. C. Catania; (5) "Evaluation of Main Effects and Interactions Software in a Research Methods Course as a Function of Computer Attitudes," by Karen O'Quin; (6) "Male and Female Students' Special Needs: Summary of Internal and External Data on Student Attrition," by Linda L. Dunlap; (7) "Successful Undergraduate Research Projects (Workshop)," by Laura L. Snodgrass and Kathleen E. Harring; (8) "Psychology and the Law: The Rights of Children," by Sara Benn and Judith Gay; (9) "The Hands-On Project in a Course on Adolescent Development: Not Your Usual Term Paper," by Albert H. Gardner; (10) "A Microcomputer Laboratory for the Introductory Course," by James L. May; (11) "Writing in the Teaching of Psychology: A Comparison of Active versus Passive Teaching Methods," by Caroline Salvatore and Laurel End; (12) "Teaching the Logic of Hypothesis Testing Using Computerized Sampling Experiments," by Kenneth M. Rosenberg; (13) "Enhancement of an Experimental Psychology Course by the Inclusion of an Examination of Parapsychological Claims," by Howard M. Reid; (14) "Use of Videotaped Demonstrations of Significant Research in Social Psychology as a Teaching Aid," by John B. Morganti; (15) "Towards a Social Psychology of Teaching Social Psychology," by Ann L. Saltzman; (16) "Sexual Harassment: An Educational Program," by Cathleen T. Moore, Barbara A. Bremer, and Ellen F. Bildersee; and (17) "Role-Playing Exercises for Teaching Research Ethics," by Terry Malcolm. The conference program is included. (JMC)

ED 325 182 JC 900 584

Boughan, Karl
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
The PG-TRAK Manual: Using PGCC's Custom Lifestyle Cluster System. Market Analysis MA91-3.
PUB DATE- Nov 90
NOTE- 94p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; *Cluster Analysis; *Community Characteristics; Community Colleges; Comparative Analysis; Enrollment Trends; Institutional Research; Marketing; Models; Racial Composition; Residential Patterns; *Social Distribution; Socioeconomic Status; Student Recruitment; Two Year Colleges; *Urban Demography

In early 1990, Prince George's Community College (PGCC), in response to declining enrollments, developed an affordable and locally effective geo-demographic cluster system for meeting the college's research and marketing needs. The system, dubbed "PG-TRAK," is based on a model developed 15 years ago as a corporate marketing tool, and involves statistically re-organizing U.S. Census block data according to the natural "clustering" of neighborhoods by stable socioeconomic, cultural, and life-cycle patterns. Life-style clusters, representing demographically inherent segments of the society, could be considered all-purpose sub-markets, each with its own life-style-driven set of attitudes, values and motivations. In developing its customized system, PGCC obtained the complete demographic data set for Prince George's County at the U.S. Census tract level. A cluster analytic procedure was applied to the 90 most relevant demographic variables to reduce them to a marketing-efficient and socially reflective number of clusters (n=24). The system became operational with the cluster-encoding of PGCC's 1985-90 unduplicated credit and non-credit student lists. This three-part manual is intended as an overview of PG-TRAK. Following a brief background and methodological introduction to the system, the manual proceeds with a detailed, cluster-by-cluster data review comprising the cluster "profiles" for each of the 24 geographic areas identified, The manual concludes with a series of supplementary tables comparing all clusters across key variables. (JMC)

ED 325 195 JC 900 604

Delaino, Tom; And Others
Santa Fe Community Coll., Gainesville, Fla.
Santa Fe Community College Factbook, 1990-91.
PUB DATE- 90
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Associate Degrees; *College Faculty; College Programs; Community Colleges; Dual Enrollment; Educational Facilities; *Enrollment; *Enrollment Trends; Full Time Equivalency; Grade Point Average; Graphs; Job Placement; Library Collections; Library Expenditures; *Outcomes of Education; *School Demography; School Funds; School Personnel; School Statistics; Scores; *Student Characteristics; Tables (Data); Two Year Colleges

Designed to provide statistical information about Santa Fe Community College (SFCC), this handbook provides data tables, charts, and graphs on enrollments, student demographics, faculty, programs, student outcomes, and facilities. Divided into 15 sections, the factbook presents the following information: (1) students' county of residence and SFCC's share of the educational markets of Alachua and Bradford Counties; (2) annual and projected full-time equivalent (FTE) student enrollments for 1986-91, and FTE by campus; (3) 1986-90 opening fall college credit students by class, degree, race, gender, full/part-time enrollment, first-time/transfer/returning student distribution; all students by gender, ethnicity, and geographic distribution; and in-district high school graduates; (4) total annual enrollments for 1986-90 by gender and ethnicity; (5) 1989-90 program enrollments and completions by gender and ethnicity, and total 1986-90 enrollments and completions by program; (6) 1986-90 College-Level Academic Skills Test (CLAST) results by subtest and by the numbers of students passing all four CLAST subtests; (7) 1986-90 college credit grade point averages (GPA's) and associate degree recipient transfers to four-year colleges classified by year and GPA; (8) 1988-89 vocational program placement rates; (9) 1988-90 high school/certificate program dual enrollments; (10) 1990-91 full-time faculty by highest degree held; (11) 1990-91 full-time college employees by activity, race and gender; (12) college finances; (13) projects and grants by award category; (14) library budget and book collection; and (15) gross square footage of facilities. (JMC)

ED 325 210 PS 019 107

Fernie, David E.; And Others
The Honeymooners: Teachers and Children. Co-Construct the School Culture of a Preschool.
PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cultural Context; Locus of Control; Preschool Children; Preschool Education; Preschool Teachers; Research Methodology; *School Organization; *Student Role; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Cultural Contributions; *School Culture

A microanalysis of social interaction in a preschool classroom revealed ways in which children and teachers "co-constructed" the rudiments of school culture during the first three days of school. Findings are based on videotapes, teachers' notes, and daily field notes taken by a group of observers. The three domains of the establishment of school culture identified involved ways to establish: (1) the use of materials and space; (2) procedures, formats, and motifs; and (3) roles and relationships. A total of 1,570 microevents, called School Culture Actions and Messages (SCAMs), were coded into a matrix of the 3 domains and 16 inductive categories. Categories were arranged on a continuum that began with teachers' relatively proactive and independent contributions, moved through responsive SCAMs which were yoked to social context, and then moved to shared control between teachers and children. From this midpoint, the continuum moved through responsive child SCAMs to independent control by children. Discussion characterizes the children as seekers of meaning and the teachers as their guides. Teachers and children have proactive and responsive positions in a complex "co-construction process." The early days when children and teachers are intensely involved in learning to live together is contrasted with a later time when children's social focus turns to their peers. The appendix provides a definition of SCAMs and an outline describing teacher, shared, and child SCAMs. (RH)

ED 325 225 PS 019 157

Lombardi, Joan
Financing Issues in the Preparation and Professional Development of the Early Childhood Workforce.
PUB DATE- Nov 90
NOTE- 12p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; *Early Childhood Education; Expenditures; Federal Programs; *Financial Support; Government Role; *Professional Development; Program Costs; *Public Policy; *Research Needs; State Programs; *Teacher Education
IDENTIFIERS- CDA; Child Development Associate; Project Head Start

At a time of tremendous expansion of early childhood services, funds to train the needed work force are almost unavailable outside of the Head Start community. This problem is compounded by the limited amount of attention that the topic of early childhood teacher preparation and professional development has received from researchers and policymakers. This paper addresses this situation by making an attempt to define the issues and describe some of what is known about the financing of professional preparation. Three questions are of particular interest: (1) Why is the financing of preparation and professional development so important to this work force? (2) What is known about costs and expenditures for early childhood training? (3) What should a research and policy agenda include in regard to financing issues? The second question is treated extensively. Several federal sources of training funds are identified, and a publication that lists examples of private sector support for training center-based and family day care providers throughout the country is cited. Concluding remarks advance four strategies for moving the policy agenda forward: (1) expand federal legislation; (2) disseminate information regarding legislative models; (3) promote private sector investments; and (4) launch a public awareness campaign on the need for qualified staff. (19 references) (RH)

ED 325 240 PS 019 187

Readdick, Christine A.
A Descriptive Study of Toddlers and Preschoolers Drawing with Primary and Standard Markers, Pencils and Crayons.
PUB DATE- Nov 89
NOTE- 29p.; Portions of this paper were presented at a Meeting at Binney and Smith, Inc. (Easton, PA, June 1989), and at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Family Influence; *Freehand Drawing; *Media Selection; *Object Manipulation; *Preschool Children; Preschool Education; *Toddlers
IDENTIFIERS- *Pencil Size; Riley Preschool Developmental Screening Inventory

For this study of the influence of the diameter of implements on children's drawing products, performances, and preferences, toddlers and preschoolers were observed while they drew with primary (larger-sized) and standard markers, pencils, and crayons. The relationship between drawing and early home manipulative experience was also investigated. A total of 20 children were observed while they completed spontaneous drawings, geometric form copying, and tasks involving the drawing of a girl or a boy. The tasks were taken from the Riley Preschool Developmental Screening Inventory (1969). Findings revealed that levels of symbolic representation in free drawings, geometric forms, drawings of boys or girls, and handgrips, were similar for primary and standard instruments. More children claimed to like the standard instrument than to dislike it. Early home manipulative experience, including buttoning, cutting with scissors, coloring and drawing, and building with Duplo or Lego materials, was related to children's more mature drawing products and performances. It is concluded that results confirm findings of previous studies that indicate that even very young children are able users of standard drawing instruments. (Author/RH)

ED 324 882 EC 232 477

Institute of Medicine (NAS), Washington, DC. Div. of Mental Health and Behavioral Medicine.

Research on Children & Adolescents with Mental, Behavioral & Developmental Disorders. Mobilizing a National Initiative. Report of a Study.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.

PUB DATE- 90

NOTE- 257p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Behavior Disorders; *Child Health; Developmental Disabilities; Elementary Secondary Education; Emotional Disturbances; *Exceptional Child Research; Federal Programs; Intervention; *Mental Disorders; *Mental Health; *Neurological Impairments; Researchers; *Research Opportunities

This report focuses on the 7.5 million children in the United States with diagnosable mental illnesses, examining developmental, behavioral and emotional disorders in this group. Progress being made toward understanding, preventing, and treating these disorders is documented, future directions for research are put forth, and critical resource requirements for advancing the field are delineated. Chapters include an overview, "Dimensions of Disorder," "Causes and Determinants," "Interventions for Childhood Mental Disorders," "Research Personnel and Infrastructure." Conclusions and recommendations are presented in terms of current knowledge/research progress and research needs/opportunities for the following areas: prevalence and costs; causes and determinants; and interventions. A national plan for National Institute for Mental Health-sponsored child and adolescent mental disorders research is proposed which would: (1) provide support and incentives for an expanded pool of research scientists; (2) provide increased support for individual project, program project, and center grants; (3) provide increased funding for research in such areas as epidemiology, diagnosis, treatment, prevention, neurosciences; and (4) provide for the establishment of an institute-wide consortium concerned with child and adolescent mental health research. (PB)

Subramaniam, R.; Hock, Tan Soon
Towards Designing a Test of Communicative Performance--A Case Study.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Communicative Competence (Languages); *English (Second Language); *English for Special Purposes; Foreign Countries; Higher Education; *Language Tests; *Test Construction; Testing
IDENTIFIERS- *University of Malaya (Malaysia)

The development of a communicative language competence test for the University of Malaya's Spoken English Project, which includes courses in basic English, English for Pre-Occupational Purposes, and Public Administration and Commercial English, is described. In the development process, a concerted effort was made to ensure that course goals and aims were reflected in the testing procedures. The situations presented in the oral interaction segments are simulations of target events in the professional world or real-life settings. The tasks set for the student demand the use of the language. The specification of criterion and target levels of performance are derived from course content, student data, target occupation operations, and other assessment scales. The criteria on which performance is assessed reflect the blend of communicative competence and performance in the materials. Improvement of test reliability has focused on refinement of the instrument, examiner training, and the training of "plants" in the testing situation, used to put students at ease and introduce unpredictability into interactions. Problems of test administration have not yet been resolved. (MSE)

ED 324 928 FL 018 901

Reves, Thea; Levine, Adina
From Needs Analysis to Criterion-Referenced Testing.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the World Congress of of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Criterion Referenced Tests; *English (Second Language); English for Academic Purposes; Foreign Countries; Higher Education; *Language Tests; Mastery Learning; Metacognition; *Reading Comprehension; *Reading Instruction; *Reading Processes; Second Language Instruction
IDENTIFIERS- *Israel; Schema Theory

The development of a model for criterion-referenced mastery reading comprehension tests for university courses in English as a Second Language (ESL) is designed. In the process of developing this model, two major issues were addressed: clarification of the concept of "criteria" within criterion-referenced testing and choice of the appropriate model of the reading process. Criteria were defined as achievement of specific tasks related to academic reading needs in English. The reading model chosen was based on schema theory. Using pre- and post-course data from a sample of 68 Israeli university freshmen enrolled in academic ESL reading comprehension courses, information was gathered about learners' needs, reading tasks, course content, and texts used. Six tasks were hypothesized and appraised by 27 raters as representing mastery reading comprehension. Statistical analysis of student performance on the tasks confirmed the hypothesized relationship between learner needs, reading tasks, and course content and their cumulative contribution to formulation of criteria for a test of this type. It is concluded that the objectives of a mastery reading comprehension test are: (1) recognizing a text's rhetorical mode; (2) identifying main ideas; (3) identifying supporting ideas; (4) discovering author intent; (5) understanding author conclusions; and (6) making evaluations. (MSE)

ED 324 943 FL 018 925

Finel-Honigman, Irene
Francais: Langue de specialite: Gearing Commercial French for the World of 1992.
PUB DATE- 89
NOTE- 7p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; College Second Language Programs; Course Content; Curriculum Design; Educational Needs; *French; Higher Education; *Language Role; *Languages for Special Purposes; Second Language Instruction; Specialization

In the area of business-related language training, the United States lags behind Europe, where graduate business schools require at least one foreign language with business proficiency for graduation. In most United States institutions, the long-standing policy of departmentalization and a perceived dichotomy between the humanities and traditional business areas persist. Curricula in commercial French should be redefined and geared toward the professional rather than the service sector. Textbooks must address economic analysis, issues of terminology, and government regulation. Instruction should incorporate presentation skills, simulation of negotiation, and sensitization to nonverbal behavior and corporate culture. At the intermediate level, discussion should incorporate analysis of organizational charts, business card use, and culture-based differences in presentation modes and market strategies. An undergraduate or graduate program could include rotating semester courses in which a single specific economic or technical field is emphasized. Socioliterary and historical courses are also useful for developing an understanding of French corporate culture. Debunking stereotypes and adapting French communication skills to concrete transactional situations will allow Americans to deal successfully in all French-speaking areas of the world. (MSE)

ED 324 975 FL 018 989

New York State Education Dept., Albany.

Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State.

PUB DATE- 90

NOTE- 32p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Disabilities; Due Process; Educational Legislation; *Educational Policy; Elementary Secondary Education; Guidelines; Legal Responsibility; *Limited English Speaking; Referral; *Special Education; State Legislation; *Student Evaluation; Student Needs; *Student Placement

IDENTIFIERS- *New York State Education Department

Developed by the New York State Education Department, these guidelines clarify the responsibilities of local educational agencies in providing appropriate services to limited English proficient (LEP) students who have or are suspected of having a handicapping condition. The intent of these guidelines is to insure that nonbiased procedures are employed to identify and assess LEP students being considered for referral to a Committee on Special Education (CSE); to assist in the proper placement of LEP students with special education needs in settings that address their cultural, linguistic and educational requirements; and to assure that both parents and students are afforded due process. All procedures detailed in this publication are currently required through existing laws, regulations, or guidelines. Subjects discussed include identification and referral of LEP special education students, multidisciplinary evaluation, individualized programs, data collection and reporting, personnel considerations, and due process. (JL)

ED 325 005 HE 023 902

Cordova, Fred; And Others
Mentoring Women and Minorities in Higher Education.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *Faculty Development; Guidelines; Helping Relationship; Higher Education; *Interprofessional Relationship; *Mentors; *Minority Group Teachers; *Modeling (Psychology); Sex Bias; Teacher Improvement; *Women Faculty

Some relevant issues concerning the mentoring of women and minorities in the realm of higher education are addressed, primarily focusing on the differences and problems that exist in assisting these two groups of professionals in achieving their career goals. The importance of mentoring and methods that can be used by a mentor in assisting the protege are described, as well as suggestions for improving the quality of the mentoring relationship. In addition, a list of reasons why highly intelligent people either do not succeed or underachieve is provided to assist the mentor in recognizing areas of potential or current difficulty. Two particular problems that sometimes arise when women are being mentored (finding the appropriate mentor and male chauvinism) are discussed, as well as the unique problems involving assisting minorities, which include their difficulties with culture shock, feelings of isolation, and the lack of an established professional support system. Ways in which a mentor can help the mentoring process be more successful for women and minorities are listed and include specific areas of professional skills development. The mentor can provide help in developing coping and stress management skills. Contains 21 references.

ED 325 022 HE 023 939

Adelman, Clem; Silver, Harold
Council for National Academic Awards, London (England).
Accreditation: The American Experience.
SPONS. AGENCY- Nuffield Foundation, London (England).
PUB DATE- Sep 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Case Studies; Certification; College Faculty; Comparative Education; *Course Evaluation; Evaluation Methods; Higher Education; *Institutional Evaluation; *Teacher Evaluation; Trend Analysis
IDENTIFIERS- *United States

The report presents the findings of an investigation into the trends and issues concerning accreditation of professionals and institutions of higher education in the United States. In late 1988 and early 1989, the study examined the accreditation of courses in nursing, engineering, and teacher education, and the accreditation of institutions in three eastern states. Information is provided from the Council on Postsecondary Accreditation, together with seven universities and colleges preparing for professional or institutional accreditation visits in 1989. Additional discussions held at other institutions and with other individuals who had experience (including at the research level) with accreditation are also provided. Although the report can provide insights that may be helpful to other countries that are moving towards the accreditation process, its primary focus is on aspects of accreditation that may be of specific interest in the United Kingdom. A brief appendix provides additional information sources concerning accreditation. Contains 36 references. (GLR)

ED 325 038 HE 023 955

May, William W., Ed.
Ethics and Higher Education. American Council on Education/Macmillan Series on Higher Education.
PUB DATE- Nov 90
NOTE- 398p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Admission Criteria; Affirmative Action; Apartheid; Cheating; College Athletics; College Presidents; Cultural Differences; Decision Making; Educational Assessment; Educational Planning; Educational Policy; *Educational Responsibility; *Ethics; Faculty Evaluation; Graduate Study; Higher Education; Institutional Advancement; Institutional Environment; *Institutional Role; Intercollegiate Cooperation; Investment; *Moral Values; Organizational Climate; Plagiarism; Racial Bias; Racial Discrimination; Research Problems; Science Education; Self Expression; Sexual Harassment; Social Behavior; Student Behavior; Student Recruitment
IDENTIFIERS- Classified Research

The purpose of this book is to provide a basic resource that defines the ethical issues in higher education and to offer a starting point for means of resolution or policy development in regard to them. Part 1 establishes an interpretive framework for the book in the following papers: "Institutional Culture and Ethics" (David Smith and Charles Reynolds); "Academic Principles of Responsibility" (Charles Reynolds and David Smith); "Through Thick and Thin: Two Ways of Talking about the Academy and Moral Responsibility" (James Laney). Part 2, focusing on activities and functions common to most institutions, contains "Academic Planning: Values and Decision Making" (Richard Morrill); "Admission Recruiting and Selection: Some Ethical Concerns" (Alice Cox); "Ethical Issues in Intercollegiate Athletics" (Lonnie Kliever); "Institutional Advancement: Survival with Integrity" (Harlan Stelmach and Mark Holman); "Ethical Issues in Faculty Evaluation" (George LaNoue). In part 3, a number of current and pressing issues are examined in the following papers: "Affirmative Action: Solution or Problem?" (Donna Shavlik); "Cheating and Plagiarism" (Richard Fass); "Legitimate Limits on Free Expression" (Deni Elliott); "Racism on Campus" (Mark Chesler and James Crowfoot); "The Challenge of Diversity" (J. Herman Blake and others); "The Guardians of Heloise? Sexual Harassment in Higher Education" (Mary Jo Small); "Student Social Concerns" (Margaret Barr); "Values and Ethics in the Graduate Education of Scientists" (Jules LaPidus and Barbara Mishkin); "Regulating Proprietary and Classified Research: Some Observations on Current University Policies" (Nicholas Steneck); "When Responsibilities Conflict: Stock Ownership and South Africa" (Raymond Bacchetti); "Ethics and Educational Assessment" (Marjorie Peace Lenn and D. Jeffrey Lenn); "Ethical Challenges of the College and University Presidency" (Daniel Perlman). References accompany each paper. (JDD)

ED 325 068 IR 014 650

Fletcher, J. D.; And Others

Costs, Effects, and Utility of Microcomputer-Assisted Instruction in the Classroom.

PUB DATE- Mar 90

NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Computer Literacy; Conventional Instruction; *Cost Effectiveness; Elementary Education; Foreign Countries; *Intermode Differences; *Mathematics Instruction; Media Research; *Microcomputers; Teaching Methods

IDENTIFIERS- Saskatchewan

The costs, effects, and utility of mathematics instruction supplemented by microcomputer presentations were compared with those of traditional classroom approaches for grades 3 and 5. The study was completed at a single school in a rural area of Saskatchewan, Canada, where two classrooms at each grade level were used in a pretest-posttest design. In both grades, students who received microcomputer instruction scored significantly higher on standard tests of total mathematics achievement and computer literacy than did those who received traditional instruction. Students in all groups scored about the same on a survey of mathematics attitudes. Based on utility ratings obtained from school board members, microcomputer assisted instruction was found to have greater cost utility in both grades. A strong case is suggested for the cost-effectiveness of pairing students on microcomputers placed in classrooms and used to provide adjunct instruction. (8 references) (Author/DB)

ED 325 084 IR 014 670

Carleer, G. J.; And Others
A Staff Development Approach for Computer Integration.

PUB DATE- Mar 89
NOTE- 6p.; Paper presented at the International Conference on Technology and Education (6th, Orlando, FL, March 21-23, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; Computer Assisted Instruction; *Computer Literacy; Courseware; Foreign Countries; *Inservice Teacher Education; Microcomputers; Needs Assessment; Postsecondary Education; Questionnaires; Secondary Education; *Secondary School Teachers; *Staff Development; *Teacher Attitudes; Teacher Workshops
IDENTIFIERS- *Netherlands; Stages of Concern Questionnaire

Within the framework of the Dutch national policy for the integration of computers in education, a cooperative research and development project is being carried out by two pilot schools (grades 7-12) and a team of researchers. Based on the results of an analysis of experiences and current practice on computer use in the two pilot schools and findings from research literature on teacher training, a plan for inservice training at the school-building level has been developed. The emphasis is on the training of teachers within the same subject area. This training consists of five steps: (1) orientation to and selection of courseware; (2) hands-on experience with this courseware; (3) development of an instructional unit in which courseware integration is realized; (4) execution and observation, by colleagues, of this unit; and (5) reflection and revision. The aim of the training is to improve the skills and confidence of teachers in computer use, and to stimulate the interaction between teachers in exploring and realizing computer integration in their teaching practice. (6 references) (Author/DB)

ED 325 099 IR 014 689

Dede, Christopher
The Evolution of Distance Learning: Technology-Mediated Interactive Learning.
PUB DATE- Jul 89
NOTE- 23p.; A report for the study: "Technologies for Learning at a Distance" (Science, Education and Transportation Program for the Office of Technology Assessment, Congress of the United States).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; Cooperative Learning; *Distance Education; Educational Trends; *Futures (of Society); *Information Technology; Interaction; Teacher Student Relationship
IDENTIFIERS- *Technology Mediated Interactive Learning

The development of distance education will be shaped by technological, demographic, economic, and political forces, as well as by pedagogical insights from its practitioners. Technology-mediated interactive learning (TMIL), a new form of instruction, may result from the synthesis of distance education, cooperative learning, and computer-supported cooperative work. Group process themes and cooperative learning may be increasingly incorporated into distance learning classrooms, which can be designed to promote a wider, deeper range of student skills than a local site could offer, afford a higher quality of teaching than may be locally available, and provide greater opportunities for students to interact. As distance education evolves to technology-mediated interactive learning it will become the preferred instructional methodology instead of simply a means of providing solutions to conventional teaching problems. (25 references) (DB)

ED 325 113 IR 014 720

Watt, Michael G.
Selecting Instructional Materials: A Survey of Decision-Making Processes.
PUB DATE- 90
NOTE- 37p.; Master's Thesis, University of Tasmania.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Decision Making Skills; *Evaluation Criteria; *Evaluative Thinking; Foreign Countries; *Instructional Materials; Media Selection; *Textbook Evaluation; *Textbook Selection; Textbook Standards
IDENTIFIERS- Australia; United States

This article reports a study of decision-making processes for selecting instructional materials. The project had two aims: (1) to survey research findings and practices of decision-making processes in instructional material selection in the United States and Australia; and (2) to identify the attributes of decision-making processes used to select instructional materials in educational settings in Australia through a content analysis of a sample of articles published in Australian journals. The Textbook Adoption Advisory Services agency in Connecticut is discussed for its contribution to the organization of the decision-making process as it applies to textbook selection. It is noted that there are no counterparts in Australian education to the range of institutionalized practices used in the United States to select and adopt instructional materials. A content analysis of research reports and literature published in Australian journals was then used to investigate the attributes of decision-making as perceived by the authors. Seven types of decision rules and a "stages of action cycle" were used to determine differences in decision method. It is concluded that practices used for the selection of instructional materials in Australia cannot be specified, and that those who are regarded as authorities in the area of selection have a poor appreciation of the decision-making process. Appendices include a bibliography of relevant journal articles indexed in the Australian Education Index 1975-1989, an annotated bibliography of the Australian journal articles examined, and a 33-item bibliography of books and articles that includes U.S. publications. (DB)

ED 325 142 JC 890 384

Hurst, Darrell, Ed.; Jobin, Robert, Ed.
Virginia Community Colleges Association.
VCCA Journal: Journal of the Virginia Community Colleges Association; Volume 4, Numbers 1 and 2, Spring/Summer 1989 and Fall/Winter 1989.
PUB DATE- 89
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *College Planning; College Role; College School Cooperation; *Community Colleges; Counseling Services; *Educational Finance; *Faculty Development; High Risk Students; Humanities Instruction; Interdisciplinary Approach; *Learning Disabilities; Minority Groups; Outcomes of Education; *Program Descriptions; Two Year Colleges; Vocational Education
IDENTIFIERS- *Virginia

The first issue of this semi-annual journal features presentations and papers from the sixth Annual Virginia Community Colleges Association Convention held November 17-18, 1988, including the following: "Community College Mission: An Ideology Out of Balance," by Darrel Clowes and Bernard H. Levin; "The Bottom of the Blind Man's Cup," a poem by T. J. Miller; "Developing Environmental Scanning/Forecasting Systems to Augment Community College Planning," by James L. Morrison and William G. Held; "The One-Room Schoolhouse Revisited," by Thomas H. Cook; "Student Educational Outcomes Assessment: Faculty Control of Curricular Change," by Bernard H. Levin, Metro Lazorack, and James C. Sears; "Virginia's Community Colleges and Public Schools Working Together to Reduce School Dropout Rates," by Karen A. Noel, Stephen R. Parson, and W. Robert Sullins; "Genesis, Continued," a poem by Jim Martin; and abstracts from the 1988 convention. The second issue includes the following papers: "Beyond the Mission: A Model External Funding Program," by Diana D. Hardison and Charles R. King; "Project ACHIEVE Focuses on Cooperation for Client Transition to College," by Quintin S. Doromal, Jr., and Lisa D. Gregory; "The Minority Opportunity Center for Science and Mathematics at Southside Virginia Community College," by Donald R. Spell and Linda G. Sheffield; "Title III Faculty Development Programs at Wytheville Community College," by Phyllis C. Ashworth and Thomas E. Ashworth; "An Interdisciplinary Approach to the Study of Humanities in the Vocational Curriculum," by Sally F. Nelson, Joel C. Tate, and Suzanne S. Hintz; "Focus on the Learning Disabled: Working with the Learning Disabled College Student," by Marlene Herakovich and Jeananne Dixon; "Developing an Environmental Scanning/Forecasting System to Augment Community College Planning: Implications from a Seminar," by James L. Morrison. Three book reviews are also included in this issue. (JMC)

ED 325 211 PS 019 111

Saraswathi, T. S., Ed.; And Others
Baroda Univ. (India). Dept. of Human Development and Family Studies.
Human Development, Early Childhood Care and Education and Family Welfare. Compendium of Researches, Volume III.
PUB DATE- Jun 86
NOTE- 115p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Day Care; Day Care Centers; *Disabilities; *Early Childhood Education; Females; Foreign Countries; Nutrition; *Physical Development; *Population Education; Poverty; Rural Areas; Tribes; Urban Areas; *Welfare Services
IDENTIFIERS- Family Welfare Centers; *India; Special Needs Children; Status Attainment

This volume encompasses 44 research studies that were conducted mainly by graduate students in the Department of Human Development and Family Studies, M.S. University of Baroda, India. The studies are organized in six broad categories: (1) child care in tribal, rural and urban poor, and institutional settings; (2) early childhood care and education, including the topics of home-based and school-based programs, assessment, training of early childhood workers, educational play materials, and a special ICDS program; (3) children with special needs, including the topics of diagnoses and programs for children with learning difficulties and disabilities, hospitalized children and their caretakers, and an integrated program for developmentally handicapped children; (4) population education and family welfare, including the topics of the functioning of family welfare centers, and training needs of child and family welfare workers; (5) the status of women; and (6) nutritional status and secular trends in regards to physical development. (RH)

ED 325 241 PS 019 189

Reynolds, Arthur J.
Sources of Fading Effects of Prekindergarten Experience.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Compensatory Education; *Early Experience; Economically Disadvantaged; *Factor Structure; Grade 3; Grade Repetition; Mathematics; *Minority Groups; Parent Participation; *Preschool Education; Primary Education; Reading; Special Education; Student Mobility; Student Placement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2; *Fading Effects; Project Head Start

This study investigated factors that play a role in the fading effects of prekindergarten programs for economically disadvantaged children. The school adjustment of 1,284 low-income, minority children in prekindergarten and kindergarten programs funded by the government (i.e., Child Parent Center; Head Start) was traced through the third year of school. Data were collected on prekindergarten experience, entering kindergarten cognitive readiness, parental involvement in school activities, assignment to special education, school mobility, grade retention, children's perceptions of academic integration, and cognitive achievement in reading and mathematics. Results of a structural model revealed a network of influences between prekindergarten experience and third-year achievement. The five factors with significant direct effects on third-year achievement, ranked in order of magnitude, were academic integration, entering kindergarten cognitive readiness, retention, parent involvement in school, and school mobility. As expected, retention and mobility had negative effects on achievement. Entering kindergarten cognitive readiness and parent involvement were relatively strong mediators of the effect of prekindergarten on third-year achievement. The mediators of prekindergarten are discussed in regard to enhancing and restricting effects. (Author/RH)

ED 324 839 EC 232 183

Appell, Louise S.; And Others
Macro Systems, Inc., Silver Spring, Md.
Using Simulation Technology to Promote Social Competence of Handicapped Students. Final Report. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 15 Mar 90
NOTE- 146p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Disabilities; High Schools; Instructional Material Evaluation; Instructional Materials; *Interpersonal Competence; *Job Skills; Material Development; *Simulation; Skill Development; Social Adjustment; Social Development; Teaching Methods; *Videotape Recordings

The purpose of this project was to design and develop simulation materials utilizing vocational situations) in mildly/moderately handicapped young adults. The final product, a set of materials titled "Social Skills on the Job," includes a videotape of 15 lessons, a computer software package, and a teacher's guide, and was marketed to a commercial publisher (American Guidance Service) and made available for sale. Lessons cover such skills as calling in when sick, admitting mistakes, and dealing with criticism from an employer. This report describes the design, development and field testing of the materials, the formative evaluation, the experimental phase, and the summative evaluation. While evaluation data did not show statistically significant differences between two experimental groups and a control group, the complete set of materials was viewed by teachers as highly effective and very relevant in accomplishing objectives. Use of various media in an integrated package was rated very positive by most teachers. Appendices list review board members, present sample materials from "Social Skills on the Job," provide summaries of field test data, and include copies of assessment instruments and tables of supporting data. (JDD)

Stephens, Susan A.; And Others
Decision Resources Corp., Washington, DC.; Mathematica Policy Research, Princeton, N.J.; Minnesota Univ., Minneapolis.; Temple Univ., Philadelphia, Pa. Inst. for Survey Research.

The Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities. Volume III. State Education Agency Procedures and Educational Practice at Separate Facilities for Students with Handicaps.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Jan 90
NOTE- 372p.; For the other volumes in this study, see EC 232 196-200.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Change Agents; *Day Programs; *Disabilities; Educational Change; Educational Improvement; *Educational Practices; Elementary Secondary Education; *Government Role; Government School Relationship; National Surveys; Program Improvement; Residential Institutions; *Residential Programs; Special Education; Special Schools; *State Departments of Education

The third of five volumes of a study of instructional programs for handicapped children and youth in separate day care and residential facilities, this document presents the results of an analysis of State education agency (SEA) procedures and the impact of these procedures on special education services and practices within the targeted facilities. The analysis draws upon a variety of sources, including case studies of eight states (California, Connecticut, Florida, Illinois, Louisiana, New Jersey, Ohio and South Carolina), a survey of 50 SEA special education divisions, a survey of 1,941 separate facilities, and case studies of 24 separate facilities from the case study states. Part 1 of the report focuses on the economic and educational context and the structure of state special education systems. Part 2 deals with SEA procedures for special education funding, standards, monitoring, technical assistance, in-service training, program development, and dissemination activities. Part 3 discusses factors affecting educational practice at separate facilities, specifically: changes in student population and mission; factors affecting programs, such as individualized education and transition plans, changes in life skills and vocational education, increased use of treatment and behavioral goals in educational programming, and program evaluation; factors affecting facility staffing, such as staff development and staff evaluation; and factors affecting student integration and parental involvement. Three technical appendices review the study methodology, and 15 references are included. (JDD)

ED 324 866 EC 232 411

Maine Planning and Advisory Council on Developmental Disabilities, Augusta.

Just Like Me! Disability Awareness Activities.

PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Attitude Change; *Disabilities; Elementary Secondary Education; *Empathy; Interpersonal Relationship; Knowledge Level; *Perspective Taking; Simulation; *Teaching Methods
IDENTIFIERS- *Attitudes toward Disabled

The booklet offers general suggestions, a quiz, specific activities, and a checklist to increase children's awareness of the needs and characteristics of persons with disabilities. Preferred terminology is explained and ways to provide children with direct experiences with persons with disabilities are suggested. The brief quiz serves both to discover concerns and assumptions of students and to prompt group discussion. The 12 activities simulate deafness, learning disabilities, physical disabilities, visual impairment, mental retardation, and emotional disturbance. Other activities demonstrate the power of epithets and the technique of handicapping to increase fairness. Finally, a barriers checklist is provided for children to use in assessing their school. Four additional publications are recommended and five Maine organizations that can supply awareness materials, information, and speakers are listed. (DB)

ED 324 897 EC 232 631

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.
Youth Categorized as Mentally Retarded, Statistical Almanac, Volume 5. The National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 287p.; For related documents, see EC 232 627-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Mental Retardation; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 1,204 students with mental retardation (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 959 FL 018 945

Gottschalk, Barbara
Students' Perceptions of Their Past English Study at Kansas University's Applied English Center.
PUB DATE- Nov 88
NOTE- 77p.; Requirement for a master's degree, University of Kansas.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Class Activities; *English (Second Language); Feedback; Graduate Surveys; Higher Education; Individualized Instruction; *Intensive Language Courses; Interviews; *Participant Satisfaction; Personality Traits; Program Evaluation; Program Length; Reading Instruction; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Characteristics; Teacher Effectiveness; Writing Instruction
IDENTIFIERS- *University of Kansas

This study investigated former students' perceptions of their past studies at the University of Kansas' Applied English Center (AEC). Sixty-one former AEC full-time students who had proven English proficiency since 1983 were interviewed using a questionnaire with 25 open-ended questions. The interviews focused on general program satisfaction, specific skill area classes, general class activities, effective English teachers, and present academic use of English. Interviews were tape-recorded and transcribed for content analysis. Comparisons were drawn between groups, based on length of time spent in required English study at the AEC and length of time since proving proficiency, on responses to four questions dealing with general program satisfaction. Results showed a majority of students to be satisfied with their English study. Students saw communicative classroom activities and curriculum individualization as useful. Personality factors and providing feedback were found characteristic of effective teachers. Writing was perceived as the most difficult class, and the most important skill area in academic classes. Reading was seen as least interesting. Continued emphasis on interactive activities and course individualization, reevaluation of the reading curriculum, and establishment of a systematic AEC graduate feedback system are recommended. (Author/MSE)

ED 324 991   HE 021 713

Advanced Technology, Inc., Reston, VA.; Westat, Inc., Rockville, MD.
Title IV Quality Control Study, Stage Two: Final Report. Volume II:
Corrective Actions.
SPONS. AGENCY- Office for Postsecondary Education (ED), Washington,
DC. Debt Collection and Management Assistance Service.
PUB DATE- Jul 87
NOTE- 229p.; For other volumes in this series, see HE 021 710-711,
HE 021 714, and HE 021 716. For Stage One, see ED 271 061. Cover
title varies slightly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Educational Change; *Error
Correction; Higher Education; *Need Analysis (Student Financial
Aid); Program Evaluation; Program Improvement; *Quality Control;
*Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Department of Education; *Student Assistance
Amendments 1981

Stage Two of the Title IV Quality Control Study evaluated quality in the Department of Education's major student financial assistance programs, by identifying, measuring, and analyzing the causes of inaccurate awarding of student aid funds. This volume recommends and evaluates four major levels of corrective actions to reduce error: (1) reducing the rate and magnitude of the most significant student and institutional item errors, through such actions as using Federal income tax forms to verify certain values on student applications, and changing the definition of household size to be equal to number of Federal income tax exemptions; (2) using base year, as opposed to prospective, income data and redefining dependency status; (3) changing the focus or level of Federal oversight activities, through institution-based quality control and post hoc application data item validation by institutions; and (4) making long-term, structural improvements in the delivery of student aid via such approaches as reducing the number and complexity of application data items. Appendices provide income tables, formula tables, and a report on need analysis reform by the Need Analysis Standards Committee of the National Association of Student Financial Aid Administrators. (JDD)

ED 325 052 HE 023 971

Pew Higher Education Research Program, Philadelphia, PA.
Back to Business.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Sep 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- College Choice; *College Faculty; *College Instruction; College Outcomes Assessment; Graduate Study; Higher Education; Influences; *Instructional Effectiveness; Instructional Improvement; *Preservice Teacher Education; School Effectiveness; Teacher Attitudes; Teacher Educator Education; *Teacher Responsibility

College-bound high school seniors and their parents too often choose their undergraduate institutions not on the basis of teaching caliber, but on the strength of the perceived academic credential. Faculty understand that in higher education, value and prestige attach first to research, second to teaching graduate and advanced professional students, third to teaching traditional-aged undergraduates in traditional college settings, and last to teaching non-traditional learners. Graduate schools are more intent on producing paradigm-busters than in training teachers for undergraduate programs. From these concerns has grown a national colloquy demanding good teaching. Publicly defined programs of assessment and regulation, alone, cannot bring about necessary improvements in college teaching. Creating a market for good teaching begins with having the faculty assume shared responsibility for the sum of their teaching activities. Persuading the faculty to do so requires strong voices from the top. Useful arenas for voicing the demand for good teaching include the hiring process and the tenure and promotion process. The greatest opportunity for reform lies in the training of graduate students who plan to become faculty. Prospective faculty should have teacher training included as an explicit part of their graduate education. Recommendations are offered to improve college instruction. (JDD)

ED 325 127 IR 053 323

Savard, Rejean
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Guidelines for the Teaching of Marketing in the Training of Librarians, Documentalists, and Archivists.
PUB DATE- Jan 88
NOTE- 121p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Higher Education; *Information Scientists; Library Administration; *Library Education; Library Role; *Library Services; *Marketing; Professional Continuing Education; Public Relations; *User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- *Archivists

Arguing that marketing is a management philosophy that has profoundly transformed the business world and could potentially modify the appearance and delivery of information services, this report describes in broad terms the ways in which the marketing approach may be included as a component in the education of information professionals. The major part of the report is devoted to discussions of the six modules into which the proposed course of study is divided: (1) the marketing approach as a management tool in the context of information services; (2) marketing and behavior patterns in the information field; (3) marketing research; (4) the marketing mix--supply; (5) The marketing mix--communication strategies; and (6) marketing strategy and planning. Discussion covers the possible content of such training and the training objectives corresponding to each module. Also provided are examples relevant to the situation of information specialists, a number of exercises to accompany the course, and suggested readings for tutors and students who wish to continue their training independently. Inservice training is geared toward professionals already in the workforce. The modules are presented in the order most conducive to the gradual acquisition of a basic knowledge of marketing, moving from general concepts to an explanation of specific concepts; however, teachers may alter this sequence as appropriate. (SD)

ED 325 156 JC 900 551

Hahn, Thomas C.
Southwestern Coll., Chula Vista, Calif.
Future Faculty Development Program.
PUB DATE- Apr 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Alumni; College Faculty; Community Colleges; Employment Patterns; *Employment Projections; Internship Programs; *Labor Force Development; *Minority Group Teachers; On the Job Training; *Teacher Recruitment; Teacher Supply and Demand; Two Year Colleges; Two Year College Students; Work Study Programs

In an effort to develop a pool of qualified candidates for full-time faculty positions, with particular emphasis on increasing the number of ethnic minority faculty to reflect the adult population of California, Southwestern College (SC) developed the Future Faculty Development Program (FFDP). The purpose of the program is fourfold: (1) to provide a unique opportunity for current students and recent alumni of SC to develop those talents, skills, and qualifications necessary to prepare for a career in community college teaching or counseling; (2) to provide the opportunity for such individuals to become employed by the District in one of three differentiated staffing levels (i.e., Work Study/Federal Work Study, Internships, and Instructional Assistantships) under the mentorship of supervising faculty and staff; (3) to provide the means for a proactive institutional response to the affirmative action mandates of Assembly Bill 1725, and the near future prospect of massive faculty/staff retirements; and (4) to assist the college district in meeting the goal of reflecting the ethnic composition of the college's service territory by providing sufficient numbers of minority role models in staffing positions. Current levels of SC minority staff (up from 9.6% in 1971-72 to 24.3% in 1988-89) are still short of the minority student population of 61%. Compensation for the three staffing levels range from $4.25 to $11.10 per hour. A special faculty/staff committee and a Staff Development Coordinator are responsible for reviewing applications and hiring. A sample program application, and detailed lists of available positions and salaries is included. (GFW)

ED 325 170 JC 900 571

Spicer, Scot L.
Glendale Community Coll., CA. Planning and Research Office.

Paths to Success, Volume II: Student Satisfaction with Support Services (Since the Implementation of "Matriculation").

PUB DATE- Oct 90
NOTE- 35p.; For volume I, see ED 312 021.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; *Ancillary School Services; Community Colleges; Counseling Effectiveness; Counseling Services; Longitudinal Studies; Outcomes of Treatment; *Participant Satisfaction; *Program Effectiveness; Program Evaluation; School Orientation; School Surveys; *Student Attitudes; Student Characteristics; Student College Relationship; Student Personnel Services; Trend Analysis; Two Year Colleges; *Two Year College Students; Use Studies

In response to state directives related to the implementation of matriculation mandates, Spring Student Surveys have been conducted at Glendale Community College since 1986. The surveys are designed to: determine the level of student satisfaction with support services; seek evidence of the impact of matriculation funding on support services; evaluate orientation efforts; gauge the impact of counseling on student behavior; and assess the impact of the institution's commitment to non-discrimination in the provision of support services. Student opinions collected over the past five years have shown an increased recognition of, use of, and satisfaction with support services across all segments of the student population. Specifically, the following trends have been noted: (1) 1989 survey results showed an increase over previous years in recognition of and satisfaction with 16 of 17 support services, with only the admissions and records unit showing a percentage drop; (2) orientation activities were rated good or excellent by 60% of the 1989 respondents, compared with only 25% of the 1986 respondents; (3) the proportion of all students seeking counseling services increased significantly each year; (4) recognition and use of student services were lower among evening students, part-time students, and older students; (5) women were more likely than men to use the library and academic counseling services; and (6) satisfaction was highest among Armenian and Mexican students, and lowest among Korean students. (GFW)

ED 325 183 JC 900 586

Haley, Roger M.; And Others
New Mexico State Univ., Alamogordo.
A Handbook for Contracts, Promotion, and Evaluation. A Faculty Handbook.
PUB DATE- 1 Jan 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Contracts; Employment Practices; Evaluation Methods; *Faculty College Relationship; Faculty Development; Guidelines; Higher Education; Personnel Evaluation; *Self Evaluation (Individuals); *Teacher Evaluation; *Teacher Promotion; Tenure; Two Year Colleges; Universities

In January 1986, the faculty and administration at New Mexico State University at Alamogordo (NMSU) decided that the Senior Faculty Advisory Committee would serve as the Branch Promotion and Tenure Committee to advise the administration in the awarding of specific temporary contracts, continuous contracts (tenure), and promotions. The Committee was also given responsibility to implement and monitor a system for the evaluation of tenure-track faculty. While recognizing that policies and procedures can be regularly modified, the Committee developed this six-part faculty handbook as a guide for subsequent faculty and administrators working in the areas of contracts, promotion and evaluation. Following a brief introduction, sections two through five outline the rationale behind, and implementation of temporary contracts, continuous contracts, promotions, and faculty evaluations. The evaluations section then provides the following information for faculty who are preparing an evaluation document for their promotion: (1) guidelines for the listing of teaching and research goals that should include statements of the time required for goal completion, the means to be employed, and the standards used to determine if the goals have been met; (2) sample goals each followed by lists of sample activities; (3) sample teaching, research, and professional service objectives; (4) sample objectives with results; and (5) a review of the evaluation rating system to be employed. Section six includes a month-by-month calender of contract and promotion activities developed to help insure faculty participation in evaluation procedures. (GFW)

ED 325 196 JC 900 605

Lewis, Jim
Santa Fe Community Coll., Gainesville, Fla.
Santa Fe Community College Annual Enrollment and Completion Headcount Report, 1989-90.
PUB DATE- Aug 90
NOTE- 103p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Associate Degrees; *College Graduates; College Transfer Students; Community Colleges; *Enrollment; Enrollment Trends; Majors (Students); *School Demography; School Statistics; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education

Each year, the 28 Florida community colleges are required to produce Enrollment and Completion Headcount Reports (AA-1 series reports). The purpose of these reports is to provide an accurate accounting of program enrollments and completions, and enrollment figures of students receiving other instructional services at Santa Fe Community College (SFCC), Florida. This report summarizes the data contained in the AA-1 series report for SFCC for 1989-90 and previous years. Section 1 contains a college enrollment analysis, providing data on total unduplicated headcount for the previous 5 years, program enrollment history by degree and certificate, total 1989-90 college enrollment by race and gender, program enrollments by race and gender, and a 5-year history of program enrollments by race and gender. Section 2 analyzes program completions, presenting data on 1989-90 program completion rates by race and gender according to the type of degree or certificate awarded. This section also contains a 5-year history of program enrollments and completions for all students and by race and gender. Finally, section 3 offers a 3-year history of enrollments and completions by program, general degree transfer program enrollments by race and gender, and completions by field of study. A glossary of frequently used terms is included. (JMC)

ED 325 226 PS 019 162

Ward, Antony
Child Care, Inc., New York, NY.
Child Care Staff Development and Training: The Experience of a Large, Urban Child Care Resource and Referral Agency.
PUB DATE- Oct 90
NOTE- 10p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; *Comprehensive Programs; *Day Care; Early Childhood Education; Financial Support; Guidelines; *Professional Training; Program Descriptions; Referral; *Staff Development; *Urban Areas
IDENTIFIERS- Child Care Inc; *New York (New York)

Child care resource and referral agencies (CCRRs) have a unique approach to child care staff development and training. They tend to look at the problem globally, taking account of all early childhood and child care programs, and all aspects of training and staff development, including pre- and in-service training, recruitment, compensation, and attrition. CCRRs may also have a broader view than other agencies of potential resources for training. Child Care, Inc., the largest CCRR in New York City, has responded to cutbacks in public training funds over the past several years by developing a set of guidelines for staff development and initiating several training programs. These programs are funded by an extraordinary variety of sources. Child Care, Inc. now trains over 550 child care workers a year. It draws on 38 different government, private, and corporate funding sources. Child Care, Inc. regards these initiatives as stopgap measures. Its major policy goals are to restore government funding of child care staff development and expand it to all child care workers, and to work with other institutions to create a coordinated plan for all early childhood and child care training in the city. (Author/RH)

Parette, Howard P., Jr.; VanBiervliet, Alan
Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.

A Model for State Technology Planning in Response to Federal Mandate. Project TAARK.

SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Assistive Devices (for Disabled); Consumer Economics; *Delivery Systems; *Disabilities; Federal Legislation; Information Systems; Models; Program Development; Program Evaluation; Program Implementation; *State Programs; *Statewide Planning; *Technology
IDENTIFIERS- *Arkansas Technology Access Program; *Technology Access for Arkansans Project

The paper describes a state (Arkansas) planning process for delivering appropriate technology support services to citizens with disabilities as implemented in the TAARK (Technology Access for Arkansans) Project and the ARTAP (Arkansas Technology Access Program). The model focuses on active consumer involvement and a comprehensive service delivery system which utilizes a centralized information system, as well as regional and local points of entry. The system utilizes existing resources to minimize duplication of service efforts by agencies. It is also designed to follow up on persons with disabilities who enter the system, provide an ongoing analysis of needs of disabled persons, and conduct an evaluation of services. Topics discussed include federal technology legislation, the TAARK conceptual model, TAARK activities, the Consumer Committee, interagency coordination in planning, and consumer involvement in ARTAP implementation and evaluation. Includes 24 references. (DB)

ED 324 913 FL 018 873

Green, Jens-Peter; Grittner, Frank M.
Wisconsin State Dept. of Public Instruction, Madison.
German for Communication: A Teacher's Guide.
PUB DATE- 90
NOTE- 269p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Competency Based Education; *Curriculum Development; *German; Information Sources; Instructional Materials; Language Proficiency; *Language Role; *Lesson Plans; Second Language Instruction; Second Language Learning; Teaching Guides
IDENTIFIERS- *Wisconsin

This guide is designed to: (1) offer a rationale for German instruction and student enrollment; (2) give suggestions for proficiency-oriented lesson planning; and (3) provide classroom activities for students at various proficiency levels. A section on promoting the study of German discusses its role as a major world language, in tourism and world affairs, in business and the military, in developing a global community, and in colleges and careers. The ease of learning German and opportunities for language use beyond the classroom are also addressed. The section on lesson planning describes characteristics of traditional language instruction and offers an extensive list of specific "dos and don'ts" in proficiency-based curriculum development. A third section contains five sample themes, and, for each theme, three to seven sample lessons for four proficiency levels. The fourth section offers a three-part approach to improving spoken German based on classroom language functions used by teacher and student. Appended materials include: a summary of Wisconsin policies and procedures for awarding retroactive credit for high school foreign language courses; names and addresses of diplomatic, cultural, and commercial organizations; a list of tourist organizations; a list of foreign-owned firms in Wisconsin; and German male and female names. (MSE)

ED 324 976 FL 018 990

Stansfield, Charles W.; And Others
Center for Applied Linguistics, Washington, D.C.
Spanish-English Verbatim Translation Exam. Final Report.
SPONS. AGENCY- Federal Bureau of Investigation, Quantico, VA.
PUB DATE- 30 Nov 90
NOTE- 220p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Validity; *English; Language Proficiency; *Language Tests; *Spanish; Test Construction; Test Items; Test Validity; *Translation
IDENTIFIERS- *Federal Bureau of Investigation; *Spanish English Verbatim Translation Exam

The development and validation of the Spanish-English Verbatim Translation Exam (SEVTE) is described. The test is for use by the Federal Bureau of Investigation (FBI) in the selection of applicants for the positions of Language Specialist or Contract Linguist. The report is divided into eight sections. Section 1 describes the need for the test, reviews the literature on the testing of translation ability, and discusses the development of translation skill level descriptions. Section 2 describes the multiple-choice and production sections of the SEVTE, scoring procedures and time limits. Sections 3 and 4 describe the development, trialing, and pilot testing. Section 5 describes the design and validation study, which included members of the FBI, Houston Police Department, and professional translators. Section 6 presents statistics on the scores of the subjects, and analyzes the reliability of each SEVTE section. Section 7 discusses content validity. Section 8 describes the equating of the two parallel forms, and the establishment of a cut score on the SEVTE multiple-choice section. Appended materials include sample test items, administration instructions, scoring guidelines, the FBI/Center for Applied Linguistics Translation Skill Level Descriptions, questionnaires, and other data collection instruments. (Author/VWL)

ED 325 006   HE 023 916

Mayhew, Lewis B.; And Others
The Quest for Quality: The Challenge for Undergraduate Education in the 1990s.
PUB DATE- 90
NOTE- 292p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; Administrator Role; College Faculty; *College Role; Educational History; *Educational Improvement; *Educational Quality; Financial Support; Higher Education; Intellectual Development; *Public Support; Teacher Role; *Undergraduate Study

This book addresses the process of achieving, maintaining, and restoring academic and intellectual quality in American higher education. It argues that: (1) the fundamental mission of the undergraduate institution is to prepare learners through the use of words, numbers, and abstract concepts; and (2) public responsibility for the support of higher education should be limited to those activities leading either to academic degrees or to vocational preparation on a reasonably sophisticated level. A narrow definition of academic credit is urged as is a limited set of functions for collegiate institutions. The three chapters of Part 1 look at past and present forces impacting on quality in undergraduate education. The six chapters of Part 2 examine how faculty and administrators can take the lead in strengthening academic quality. Part 3, comprising three chapers, covers the role of monitoring and coordinating agencies in maintaining academic quality. Contains 142 references. (DB)

ED 325 023 HE 023 940

North Carolina Commission on Higher Education Facilities, Chapel Hill.
Facilities Inventory and Utilization Study; Fall of 1989: For the State of North Carolina. Twenty-Third Edition.
PUB DATE- Sep 90
NOTE- 207p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Accessibility (for Disabled); Classrooms; Construction Costs; *Educational Facilities; *Facility Inventory; Facility Utilization Research; Higher Education; Maintenance; Property Accounting; *School Buildings; *Space Utilization
IDENTIFIERS- *North Carolina

Results are reported of a study conducted to determine the status of available facility space in 113 North Carolina institutions of higher education at the end of the drop-add period of the 1989 fall term. Information is presented in four sections which reflect the four broad facilities concerns for which data is provided: the utilization of instructional space; interior space characteristics; building characteristics; and accessibility of facilities to the mobility impaired. The section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section dealing with interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. Also provided are data relating the sizes and capacities of classrooms and class laboratories. The section on building characteristics focuses on such data elements as building age, condition, and replacement cost. The final section describes the amount and type of campus space which is accessible to persons who are confined to wheelchairs. Contains an index, a list of participating institutions, and nine references. (GLR)

ED 325 069 IR 014 652

Lacina, Lorna J.; Book, Connie Ledoux
Creative Teaching on Television.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Creative Teaching; *Distance Education; Educational Games; *Educational Television; Graduate Students; Higher Education; Multimedia Instruction; Program Evaluation; *Student Participation; Teaching Methods; Telephone Instruction; *Television Studios
IDENTIFIERS- Interactive Television

Two lessons from a graduate general education course were presented in a live-television format. One group of students was placed in the studio with the instructor and another group in a classroom away from the studio. The classroom was equipped with a monitor enabling students to watch all the action, a telephone to allow them to call in with questions, and a microphone was used to ensure that their questions could be heard by both groups. The first lesson was a student activity demonstrating social differences, and it included music, visuals, and handouts. A facilitator was on hand in the "distant" classroom to pass out materials. The instructor was allowed three much-needed rehearsals in the studio before conducting the class. The second lesson included a video clip of a news documentary and a discussion between studio and distant classroom students. Based on the results, it was concluded that the television medium is an exciting, viable distance education format that can promote creative teaching and enhance distant learning. (11 references). (DB)

ED 325 085 IR 014 671

Carleer, G. J.; Doornekamp, B. G.
A Teacher-Centered Implementation Strategy for Computer Integration.
PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; Check Lists; Computer Assisted Instruction; *Computer Software Selection; Foreign Countries; *Inservice Teacher Education; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Netherlands

When considering the use of computers in their lessons, two questions are important for teachers: how to select courseware and how the role and practice of the teacher may change by using computers. To answer the first question, a courseware-selection checklist was developed and its use by teachers was investigated. The checklist serves the function of helping teachers select courseware in order to meet a specified goal with a specified audience. Concerning the second question, observations were conducted to determine how a group of teachers were using computers and interviews were held with these teachers to become aware of their experiences, their feelings, and their problems. The results of these investigations are being used to develop a school-based workshop to inform non-computer-using teachers of the possibilities, advantages, and the non-threat of using computers, and to support these teachers with examples and suggestions. (Author)

Alifrangis, Catherine
An Integrated Learning System in an Elementary School: Implementation, Attitudes, and Results.
PUB DATE- 90
NOTE- 30p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; *Computer Managed Instruction; Elementary Education; Instructional Effectiveness; *Instructional Systems; Learner Controlled Instruction; *Learning Strategies; Learning Theories; Mathematics Instruction; Minority Group Children; Multimedia Instruction; Pretests Posttests; Program Evaluation; Program Implementation; *Qualitative Research; Questionnaires; Reading Instruction
IDENTIFIERS- *Integrated Learning Systems

This study examined a state-of-the-art computer-based integrated learning system to determine its conformance to research findings on effective learning practices; to describe its implementation in an elementary school setting; and to assess changes in students' achievement in either mathematics or reading. Pretest/posttest data were supplemented by observations, interviews, document reviews, and teacher and student questionnaires. Results of the achievement tests showed that students' test scores improved; however, treatment differences in reading were significant only in the white group for comprehension. Significant differences in the mathematics component were restricted to race and race by sex. Overall, this study supported research findings that indicate computer programs whose management is not an additional burden on the classroom teacher, match the local curricula, and address learning theory research can be implemented successfully. (23 references) (Author)

ED 325 212 PS 019 112

Saraswathi, T. S., Ed.; Dutta, Ranjana, Ed.
Baroda Univ. (India). Dept. of Human Development and Family Studies.
Demystifying Research in Human Development and Family Studies. Final Report of the Summer Workshop Organized by the Department of Human Development & Family Studies (Baroda, India, May 16-31, 1988).

PUB DATE- Sep 89
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Development; *College Faculty; *Faculty Development; Foreign Countries; Higher Education; *Research Design; *Research Methodology; Workshops
IDENTIFIERS- *India

In response to the poor conceptualizations and research methodologies of the small amount of research on human development in India, the faculty of the M.S. University of Baroda held a 15-day workshop for researchers--faculty members and doctoral candidates--in the area of child development. This document reports, in condensed form, discussion on the major components of the workshop. In meetings on what needs to be researched and why, participants discussed their research interests and the relevance of social science research. The discussion of ways to research covered the processes of reviewing the literature, formulating problems, selecting and defining variables, selecting a sample, collecting information, constructing tools, understanding statistics, and conducting qualitative analyses. In the discussion of research designs, experimental and nonexperimental designs, selection and presentation of designs, and integration of the elements were considered. Discussion of pragmatics of research covered the topics of research management, the process of finding support, and the presentation of research to scientific and lay communities. Findings from the evaluation of the workshop are reported. Related materials are appended, including worksheets on analyzing and critiquing a study and designing a study. (RH)

ED 324 840 EC 232 184

Harris, Carolyn DeMeyer; And Others
Macro Systems, Inc., Silver Spring, Md.

An Interactive Videodisc Program To Evaluate and Train Job-Related Math Skills for Transition. Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Nov 89
NOTE- 663p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Education Work Relationship; High Schools; Instructional Design; Instructional Materials; *Interactive Video; *Job Skills; *Material Development; *Mathematics Skills; *Mild Mental Retardation; Problem Solving; *Simulation; Skill Development; Transitional Programs; Vocational Education; Young Adults

The project designed and developed a videodisc package that provides both assessment and related instruction programs for job-related mathematics problem solving, using simulations to provide direct access to vocational situations. The materials are intended to meet the needs of youth and young adults with mild mental handicaps in transition from school to work. The project analyzed current student performance competencies related to the use of mathematics in both generic and specific vocational situations, designed and developed interactive videodisc materials called "Working with Math," and conducted a pilot test. Students were instructed, and student performance was assessed, in the following areas: measuring length, perimeter, area, capacity, weight, temperature, and time; money values and relationships; money earned; and money-related forms. The report's five sections consist of an introduction, descriptions of the design and development, pilot test and dissemination activities, and a list of 11 references. Appendices, which make up the bulk of the document, include: (1) a list of basic and job-related mathematics skills; (2) the scripts used in the assessment portion of the videodisc program; (3) the scripts used in the instruction portion of the videodisc program; and (4) a pilot test rating sheet. (JDD)

ED 324 867   EC 232 412

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Learning Disabilities: National Information and Advocacy Organizations. Reference Circular No. 90-1.
PUB DATE- Mar 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adults; Advocacy; *Agencies; Children; *Learning Disabilities; Referral; *Rehabilitation; Resources; *Special Education; *Vocational Rehabilitation

Section I of this 3-part reference circular provides information about national organizations that serve as information clearinghouses and referral agencies, or that act as advocacy organizations for learning-disabled youths and adults, their families, and professionals serving them. It consists of an alphabetical listing of 18 such organizations with name, address, and phone number. A brief annotation for each organization lists its basic activities, services, and publications. Section II is a select bibliography of 54 books, special-subject periodicals, articles in magazines, pamphlets, and other literature on learning disabilities. Items cover such topics as early childhood intervention, higher education, vocational training, employment search, job accommodation, societal attitudes, and psychological issues. Section III lists state level agencies that administer public programs providing special education and rehabilitation for learning-disabled persons. An address and phone number are provided for each agency. Also listed are additional reference circulars available from the National Library Service for the Blind and Physically Handicapped. (DB)

ED 324 929 FL 018 902

Cazden, Courtney B.; And Others
Language Planning in Preschool Education with "Annotated Bibliography."
SPONS. AGENCY- International Development Research Centre, Ottawa (Ontario).
PUB DATE- Apr 90
NOTE- 94p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Bilingual Education Programs; Caregivers; Case Studies; Child Language; *Educational Environment; Foreign Countries; Indigenous Populations; Irish; *Language Acquisition; Language Maintenance; *Language Planning; Language Proficiency; *Language Role; Literacy Education; *Multilingualism; *Preschool Children; Preschool Education; Program Descriptions; Quechua; Sociolinguistics; Spanish; Transitional Programs; Uncommonly Taught Languages
IDENTIFIERS- Maori (Language); New Zealand; Peru; Scotland

A discussion of language in preschool education reviews research findings on children's language acquisition and its relationship to their general development and examines issues to be considered in making decisions for each community and program. The first section summarizes basic knowledge about preschool language development, facilitating language development at this stage, and the specific language problems faced by multilingual preschool children at home and in group care. The second section looks more closely at the sociolinguistic dimensions affecting language choice and proficiency. In the next section, three preschool program descriptions are given, each involving a situation in which a higher-status national language coexists with an indigenous language. They include a Spanish-Quechua/Aymara transitional bilingual program (Peru), a Gaelic maintenance program in Scotland's Western Isles, and a Maori revitalization program (New Zealand). The fourth section discusses practical aspects of planning for language learning and emergent literacy in preschool environments, including group size and organization, adult-child relationships, choice of language, instructional materials, staffing and staff training, adult and community participation, and administration. A brief "conclusion" and a list of almost 100 references conclude this part of the document. A special feature of the "annotated bibliography" which follows is that the annotations are written around themes (countries/communities and language use at the preschool level) and are similar in nature to essay reviews. Entries are listed alphabetically by country and information is provided under the following headings: document source; community (including language situation); educational system specifics; program (including characteristics/components); and comments. (MSE)

ED 324 944 FL 018 926

Abrate, Jayne
Applications of Computer-Aided Instruction in Business French Training.
PUB DATE- 89
NOTE- 13p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Computer Assisted Instruction; Course Descriptions; *Courseware; Error Correction; Feedback; *French; Higher Education; Introductory Courses; *Languages for Special Purposes; Second Language Instruction; Teacher Developed Materials; *Vocabulary Development
IDENTIFIERS- *Drury College MO

Computer software was developed by a faculty member for college-level introductory commercial French to facilitate mastery of basic vocabulary and vocabulary manipulation techniques. The materials targeted three common areas of student difficulty: large amounts of new vocabulary, unfamiliar business concepts, and the formal style of business writing and correspondence. It was decided to keep the software simple in format while incorporating maximum comments, extensive error correction information, and frequent student analysis of materials. Instructions were standardized to avoid confusion. Vocabulary software already used in elementary and intermediate courses was adapted for commercial French vocabulary and coordinated with textbook chapters. Vocabulary learning exercises, emphasizing rapid acquisition of large numbers of words, generally consist of French-English and English-French translation of individual vocabulary items and short idiomatic expressions or phrases. Multiple-choice vocabulary manipulation exercises were developed to ensure student understanding of meanings and usage. Two verb programs provide systematic review of verb forms. Dictation and sentence translation exercises and a program for composing formal business correspondence were also developed. All programs were designed by an amateur programmer/language teacher using readily-available hardware and could be easily adapted or imitated to fill the needs of beginning commercial language students. (MSE)

ED 324 960 FL 018 946

Halliday, M. A. K.

New Ways of Meaning: A Challenge to Applied Linguistics.

PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Foreign Countries; *Intellectual Disciplines; *Interdisciplinary Approach; *Language Planning; Linguistic Theory; Policy Formation; Public Policy; *Semantics; Trend Analysis

Language policy and planning has become a major concern of applied linguistics. Most language planning is institutional and not systemic, planning not the forms of the language but the relationship between the language and the individuals who use it. Institutional language planning, policy formation, provides the context for systemic language planning, whose objective is to expand language's potential for meaning. Language does not reflect reality, rather it actively creates reality. The role of grammar in this system is complex; it is the meaning-making potential of language. While any language can create new terms, its semantic base changes very slowly, resulting from material changes in the culture. Major upheavals in human history have been critical in semohistory. A significant component in these upheavals is a change in ways of meaning. Changing language can change the existing order. When planning language, applied linguists are not forging an ideologically neutral instrument for carrying out policy; they are creating an active force in shaping people's consciousness. A significant change in the human condition is the depletion of resources. Language planning can replace war discourse with peace discourse, the discourse of borrowing with that of saving, and the discourse of building with that of repair. (MSE)

ED 325 053 HE 023 972

College Board, New York, NY.
The College Handbook: New York State, 1991.
PUB DATE- 90
NOTE- 266p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- College Bound Students; *College Choice; College Housing; College Programs; Comparative Analysis; Decision Making; Directories; Enrollment; Guides; Higher Education; Indexes; Information Dissemination; Paying for College; *State Colleges; *State Universities
IDENTIFIERS- *New York

The directory provides current information and statistical data concerning New York's more than 250 public and private two-year and four-year colleges. The directory also supplies data, supplied by the colleges themselves, in such specific areas as: enrollment; freshman admissions requirements and procedures; major fields of study; special academic programs; financial aid; student life; and housing. A detailed guidance section, including checklists, offers information on how to select and pay for college. Thirteen specialized indexes help students identify appropriate colleges by 34 categories such as type, campus environment, religious affiliation, and special admissions procedures. Among the other features of the directory are: an introduction by the Dean of Admissions at Cornell University describing the experience of going to college in New York State; a complete index of majors found in New York colleges and the degree levels offered; an overview of the City University of New York and State University of New York systems; and information about state scholarships and sources of financial aid. (GLR)

ED 325 114 IR 014 721

Chaparro, Barbara S.; Halcomb, Charles G.
STAR: A Computerized Tutorial in General Psychology.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Individualized Instruction; Lecture Method; *Mastery Learning; Menu Driven Software; Multiple Choice Tests; Postsecondary Education; *Programed Instructional Materials; Psychology; Tables (Data)

This study investigated the use of a computerized tutorial--Self-Test and Review (STAR)--in a computer-managed general psychology course. STAR consists of four major modules which provide the student with a variety of learning exercises, including practice quizzes, practice final exams, performance reviews, and structured study questions. The purpose of the study was to determine whether students would choose STAR as a study tool, the effect of lecture versus self-paced settings on the use of STAR, whether students who used STAR would perform better than those who did not, and the effect of the timing of feedback in STAR on performance. Students were enrolled in either a lecture or self-paced setting. Students in lecture sections met in the classroom for a traditional lecture, discussion, and classroom activities. Students in self-paced sections met in a computer-managed testing center. Analyses of data on course performance and STAR usage indicate that: (1) 49% of the 1,136 subjects used STAR; (2) lecture versus self-paced settings did not affect the use of STAR; (3) the timing of feedback did not have an impact on performance; and (4) students who used the STAR tutorial performed well in the course and, as a whole, better than those students who did not use the tutorial. It is concluded that, while the results were generally positive, the findings of the study create other research questions concerning the impact of modification of lecture settings, the impact of STAR tutorials in other course formats, and the ways in which STAR influences student comprehension. (39 references) (DB)

ED 325 128 IR 053 324

Fontaine, France; Bernhard, Paulette
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Guidelines for Writing Learning Objectives in Librarianship, Information Science and Archives Administration.
PUB DATE- Jul 88
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Archives; *Behavioral Objectives; *Curriculum Development; Documentation; Foreign Countries; Guidelines; Higher Education; *Information Science; *Learning Strategies; *Library Education; Minimum Competencies; *Training Methods; Worksheets; Writing Strategies

Intended for use as a practical guide by teachers of librarianship, information science, and archives administration, this guide includes exercises and explanations to assist in writing learning objectives in these areas. The examples presented relate to the various levels of training, and illustrate the diversity of topics in this subject area; however, the objectives indicated are not intended to be an exhaustive list of all potential objectives of a curriculum. The first part of the guide, which is designed to create an awareness of the importance of learning objectives in education, underlines the interdependence between objectives and the other components of instruction, and suggests a procedure for the precise formulation of objectives. The second part contains four worksheets, each of which is divided into eight or more sections. These worksheets provide definitions, explanations, exercises, and follow-up tests to help the user learn to write objectives. The worksheets are designed for use by students on their own or with the aid of a resource person, and may also be used for group learning. A 13-item glossary is included. A list of references is arranged under separate subject headings: (1) learning objectives--general works (18 titles); (2) learning objectives in librarianship, archives administration, and information science (44 titles); (3) documents consulted in designing the worksheets (34 titles); and (4) course planning (29 titles). A list of publications in the field of education and training concludes the guide. (SD)

Fabricant, Mona; Adner, Haya
Women in Science and Technology.
PUB DATE- 28 Oct 89
NOTE- 13p.; Paper presented at the Annual Convention of the American Mathematical Association of Two-Year Colleges (15th, Baltimore, MD, October 26-29, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Community Colleges; *Developmental Studies Programs; Engineering Education; *Majors (Students); Mathematics Instruction; *Nontraditional Occupations; Program Descriptions; Remedial Mathematics; Science Education; *Technical Education; Two Year Colleges; *Womens Education
IDENTIFIERS- *City University of New York Queensborough Comm C

In 1985-86 the "Women in the Technical Curricula" project was developed at Queensborough Community College to encourage more women to choose a technical curriculum and to provide support services to help them successfully complete the curriculum. The project activities were designed to eliminate the stereotype of mathematics and related careers as masculine domains. Female tutors and female computer lab technicians, peer tutoring, scheduled review sessions, and access to computer-assisted instructional materials were provided to help women develop confidence in their mathematics ability. The retention rate for women in technical curricula increased from 53% to 61.2% after exposure to the new program. In addition, the dropout rate for women in remedial mathematics decreased at the end of the experimental year compared to the previous 2 years. An expanded project emphasizing career education and targeting local high school seniors was implemented in the 1988-89 school year. This project focused on increasing the number of women who elect to take technical curricula, increasing the retention rates of women in technical curricula, and disseminating information about careers for women in nontraditional technical fields. Support services similar to those offered the previous year were provided. In conjunction with Gruman Aircraft Systems, IBM, and AT&T Bell Laboratories, a Career Day was held with presentations from women within these industries. The 1988-89 results were also successful, with retention rates for women increasing from 70.5% in 1987-88 to 89.2% in 1988-89. Appendixes include a 14-item bibliography, a Career Day program, and a list of projects designed to encourage women to pursue careers in science and technology. (WJT)

ED 325 157 JC 900 553

Boughan, Karl
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
Nursing Program Students and Academic Outcomes: Course-Taking, Graduation and Licensure, 1968-1989. Program Evaluation PE90-5.
PUB DATE- Mar 90
NOTE- 58p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- College Graduates; *College Outcomes Assessment; Community Colleges; Comparative Analysis; Courses; *Enrollment Trends; Graduation; Licensing Examinations (Professions); Longitudinal Studies; Minority Groups; *Nurses; *Nursing Education; *Outcomes of Education; Program Evaluation; Scores; State Norms; *Student Characteristics; Two Year Colleges

In 1990, a longitudinal study was conducted of enrollments, student demographics, and educational outcomes of Prince George's Community College's (PGCC's) nursing program. Using state and institutional data, the study revealed that: (1) nursing enrollment and nursing course credit hour totals were among the six highest of PGCC's more than 30 instructional programs and curricula, and were continuing to grow while college enrollment and credit hour generation were experiencing an overall decline; (2) compared to PGCC's student body as a whole, the nursing program's enrolled a disproportionate number of females, older and married students, and foreign and non-white students; (3) 70% of the nursing students were minority group members, making PGCC's program unique among Maryland community college nursing programs in terms of a "majority minority" enrollment; (4) in recent years, nearly all of the nursing students attended on a part-time basis; (5) nursing students achieved higher grades and retention rates than the PGCC student body as a whole; (6) 50% of all students since 1968 who were officially recorded as "nursing majors" never attempted a single nursing course; (7) the program's graduation rate declined year to year since 1980; and (8) PGCC nursing students consistently had lower first-time pass rates on the state's licensing exam than other schools, dropping 20 points to a low of 68% in 1988-89. (AYC)

ED 325 197 JC 900 606

Brodsky, Stanley M.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Campus Seminars/Workshops To Improve Recruitment and Retention of Women and Minorities in Associate Degree Science and Engineering Technology Programs. Final Report.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.
PUB DATE- Oct 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; *Associate Degrees; Community Colleges; *Faculty Development; Females; Labor Force Development; *Minority Groups; Program Descriptions; School Effectiveness; *School Holding Power; Student Attrition; *Student Recruitment; Teacher Workshops; Technical Institutes; Two Year Colleges; *Womens Education

In light of the projected growth in the percentages of women and minorities in the work force, as well as the need for increased skills among workers, a project was developed to improve recruitment and retention of women and minorities in associate degree science and engineering technology programs. The project involved on-campus seminars/workshops at three community colleges in the New York City area offering associate degree science and/or engineering technology programs (i.e., Bronx Community College, New York City Technical College, and Queensborough Community College). More than 140 college personnel attended, primarily teaching faculty, counselors and academic administrators. Each on-campus event was jointly planned with key campus personnel and was configured to meet local area needs. Expert presenters communicated both formally and informally with the participants and specially assembled kits of materials were distributed. More than 60% of all participants completing program evaluation forms from the three colleges rated the program as excellent. Programs and activities related to this project on each of the three campuses were enhanced, reinforced, and or newly created as a result of the seminar/workshops. Appendixes include seminar/workshop evaluation summaries, the names and positions of program registrants, bibliographies of the materials distributed, six summaries of specific workshop presentations, brochures and programs, and descriptions of follow-up programs, projects and activities undertaken at the three colleges. (GFW)

ED 325 227 PS 019 164

Clifford, Richard M.

Professional Development as a Form of Capacity Building.

PUB DATE- Oct 90
NOTE- 6p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Federal Government; Futures (of Society); *Government Role; Models; *Outcomes of Education; *Preschool Teachers; *Professional Development; Program Development; Research Needs
IDENTIFIERS- *Capacity Building; *Training Effectiveness

One of the best models for development of services for young children may be the national effort to develop services for preschool children with handicaps. In the early 1970s, the federal government began the Handicapped Children's Early Education Program, with the purpose of developing a base from which to launch a comprehensive program of services for young handicapped children. The program's underlying objective was the development of an infrastructure to support a major expansion of services. Components of the infrastructure included a network of demonstration programs, support programs for early childhood special educators, and training grant funds to support the work of teacher trainers and entice young people into the field. These efforts resulted in a successful network of early childhood special educators and families. A similar approach should be taken in efforts to expand preschool education for all children. Training initiatives should be combined with research and evaluation to make the most of new personnel preparation efforts. Carefully designed studies should be used to examine relationships between levels of training, quality of experiences available for children, and impact on child development. Efforts of other developed countries to prepare early childhood professionals provide guidance in this area. (RH)

ED 325 242 PS 019 190

Goble, Carla B.; And Others

Maternal Teaching Behaviors and Temperament Disposition in Preschool Children.

PUB DATE- 88

NOTE- 10p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Affection; Cues; Feedback; Modeling (Psychology); *Mothers; *Parent Child Relationship; Parent Influence; Parents as Teachers; *Personality; *Preschool Children; Preschool Education; Teaching Methods; Verbal Communication; Visual Stimuli

The relationship between maternal teaching techniques and young children's temperament in the cases of 20 children in a university laboratory school and their mothers was investigated. McDevitt and Carey's (1978) Behavioral Style Questionnaire was used to assess children's temperament by means of mothers' reports. Teaching behaviors of interest were assessed with the Maternal Teaching Observation Technique (Laosa, 1980). Behaviors included inquiry, use of directives, negative verbal feedback, modeling, visual cues, physical affection, and positive and negative physical control. Correlational analyses revealed relationships between characteristics of children's temperament and the teaching techniques mothers used to teach the children. In comparison with others in the sample, children identified as slower to adapt had mothers who offered less praise and more negative verbal feedback. Mothers of children who were described as having a positive mood used less negative verbal feedback while teaching. Children with higher levels of distractibility had mothers who used more modeling. The lower the child's sensory threshold, the fewer the negative verbal comments by the mother and the more the visual cues by the mother. (RH)

ED 324 854 EC 232 199

Stephens, Susan A.; Laken, K. Charlie

Decision Resources Corp., Washington, DC.; Mathematica Policy Research, Princeton, N.J.; Minnesota Univ., Minneapolis.; Temple Univ., Philadelphia, Pa. Inst. for Survey Research.

The Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities. Volume IV. Survey Instruments and Materials for the Survey of Separate Facilities and the Survey of SEA Special Education Divisions.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Jan 90
NOTE- 347p.; For the other volumes in this study, see EC 232 196-200.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Agents; *Data Collection; *Day Programs; *Disabilities; Educational Change; Educational Practices; Elementary Secondary Education; Evaluation Methods; Interviews; *Measurement Techniques; National Surveys; Questionnaires; Residential Institutions; *Residential Programs; Special Education; Special Schools; *State Departments of Education

This document, the fourth of five volumes of a study of programs of instruction for handicapped children and youth in separate day and residential facilities throughout the United States, contains instruments and materials used in two surveys designed to gather data for the study: (1) a survey of separate facilities; and (2) a survey of State education agency (SEA) special education divisions. The survey of separate facilities comprises the bulk of the volume. It includes: an advance letter and screening form; a verification and screening interview form; a questionnaire for residential facilities with day programs; a questionnaire for day programs; telephone interview forms; reminder letters; reminder call questionnaires; and forms for collection of data on specific diagnostic groups (individuals with visual impairments, hearing impairments, emotional disturbance/behavior disorder, mental retardation, learning disabilities/speech or language impairments, orthopedic (physical) impairments, health impairments, multiple handicaps, and noncategorical or other handicaps). The survey of SEA special education divisions consists of a single form. It covers organization and responsibilities of the division of special education, state funding of special education programs, facilities and personnel standards, compliance monitoring, technical assistance and in-service training, information about separate facilities in the state, goals and priorities of the special education division, and changes since 1975. (JDD)

ED 324 898 EC 232 632

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.

Youth Categorized as Visually Impaired, Statistical Almanac, Volume 6. The National Longitudinal Transition Study of Special Education Students.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 379p.; For related documents, see EC 232 627-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Visual Impairments; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 875 students with visual impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 992 HE 021 714

Advanced Technology, Inc., Reston, VA.; Westat, Inc., Rockville, MD.
Title IV Quality Control Project, Stage Two. Volume III: Procedures and Methods and Appendix D--Data Collection Material.
SPONS. AGENCY- Office for Postsecondary Education (ED), Washington, DC. Debt Collection and Management Assistance Service.
PUB DATE- Jun 87
NOTE- 320p.; For other volumes in this series, see HE 021 710-711, HE 021 713, and HE 021 716. For Stage One, see ED 271 061.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Error Correction; *Error Patterns; Higher Education; *Need Analysis (Student Financial Aid); Program Evaluation; Program Improvement; *Quality Control; *Records (Forms); *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; *Student Assistance Amendments 1981

Stage Two of the Title IV Quality Control Project represents an integrated study of quality in five related Federal financial aid programs for postsecondary students. An introductory chapter of this volume on procedures and methods presents the major objectives of Stage Two and discusses them in the context of previous related quality control studies. It reviews the Title IV programs and introduces the data sources used to conduct the study. Subsequent chapters describe in detail how the study was conducted. Chapter 2 discusses how error was defined and the procedures used for measuring error. Chapter 3 presents the sampling methodology used to construct a national sample of Federal student aid recipients. Chapters 4 and 5 describe data collection activities, focusing on institutional data collection, and student, parent, and secondary data collection. Chapter 6 details the preparation of the data for analysis. Finally, Chapter 7 presents a discussion of nonresponse and variance estimates and their effects on the sample. Appendices report on sample design and sources of variability in overall student weights, offer a project summary, and examine variance estimates. Appendix D, bound separately, offers materials related to data collection. Materials include institutional data collection letters and forms, such as notification of selection letter, master schedule for data collection, interview confirmation letter, telephone script for schedule confirmation, interviewer validation report form, data collector call-in form, and a form listing data collection problems to discuss with field data collectors. Materials also include student/parent data collection letters, such as letters sent to students and parents introducing the project and soliciting cooperation in data collection efforts, re-approach letters to students who refused to participate, and other request and reminder forms. (JDD)

ED 325 039　　HE 023 956

Barnett, Ronald
The Idea of Higher Education.
PUB DATE- 90
NOTE- 244p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Curriculum Development; Educational Change; Educational Environment; *Educational Objectives; *Educational Philosophy; *Educational Practices; Educational Trends; General Education; *Higher Education; *Intellectual Freedom; *Liberal Arts; Models

This book views higher education conceptually and seeks to recover hidden understandings of the term "higher education" and to show what it would mean for educational aims and practices if higher education were taken seriously. The approach focuses on how higher education is understood rather than how it is practiced. The book argues that the idea of a liberal higher education can be recovered and implemented. First it must be understood that the idea of higher education contains an emancipatory element which promises a freeing of the mind. This emancipatory concept is faced with a double undermining, both epistemological and sociological. In the face of this double undermining, it is possible to reinstate a liberal higher education in such a way as to do justice to its emancipatory promise, through critical self-reflection by the student, open learning, interdisciplinarity, and inclusion of philosophical and sociological perspectives in the curriculum. Key concepts in building a framework for serious educational discussion of higher education are analyzed, including culture, rationality, research, and academic freedom. The book then turns to curricular matters and practical suggestions for regaining a liberal higher education. References are provided with each chapter, and a bibliography of about 110 items is also included. (JDD)

ED 325 086 IR 014 672

Wang, Chih; Moran, Michael
A User Survey in the Asnuntuck LRC: A Report.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Facility Improvement; *Learning Resources Centers; *Library Services; Library Surveys; Questionnaires; *Reference Materials; Tables (Data); Two Year Colleges; *Use Studies
IDENTIFIERS- Asnuntuck Community College CT

Asnuntuck, a small community college in north central Connecticut, has plans to expand its Learning Resource Center (LRC) not only physically, with the renovation of the entire building in which it is now housed, but also in terms of the materials and services it offers. As part of the planning process, the LRC conducted a user survey to solicit information from the college's faculty, staff, students, and other users about how they have used the LRC and how they would like the LRC to improve. A nine-item questionnaire was distributed to all faculty and staff and copies were made available for 1 week at the LRC circulation desk for students and other users. Analyses of the 44 responses received indicated that the primary reasons for using the LRC are to seek reference information and to do research either for teaching or writing papers. Time spent at the LRC by users varied evenly across the categories of more than 20 hours, 10-20 hours, 1-9 hours, and less than one hour. Suggestions for improvement included additional budget, personnel, facilities, books, and periodicals, as well as longer hours, more comfortable seating, and more study space. The responses are tallied in three tables, and a copy of the questionnaire is included. (DB)

ED 325 171 JC 900 572

Seppanen, Loretta
Washington State Board for Community Coll. Education, Olympia.
Washington Community College Faculty Development Survey Results: A Summary of the Results of Survey of All Full-Time Faculty. Operations Report No. 90-3.
PUB DATE- Nov 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty College Relationship; *Faculty Development; *Full Time Faculty; Inservice Teacher Education; *Instructional Improvement; Needs Assessment; Questionnaires; Released Time; State Surveys; Teacher Attitudes; Teacher Improvement; Two Year Colleges
IDENTIFIERS- *Washington

In response to reduced state funding for faculty development in community colleges in Washington, the Faculty Association of Community Colleges and the State Board for Community College Education established a special committee in 1989 to make recommendations to enhance faculty development efforts at the 27 community colleges statewide. To determine faculty development needs, the committee surveyed the state's 2,684 full-time faculty to determine specific development needs, the degree of faculty interest in certain content areas, and the best methods for delivering faculty development activities. Study findings, based on a 70% response rate, included the following: (1) the highest interest area for all faculty regardless of their discipline, level of experience, gender or region, was development activities for working with students (e.g., making goals and requirements clear, encouraging independent thought, and demonstrating interest in learning); (2) about 75% of the faculty in all disciplines expressed high interst in 6 of the other 25 faculty development topics (i.e., instructional methods, critical thinking, use of computers, use of technology in teaching, articulation with universities, and gaining expertise in a specific field); (3) faculty expressed the most interest in local workshops or individualized development activities (81% of the respondents were likely to participate in release time activities); and (4) barriers to participation included limited time and funding, and undesirable locations of activities. The survey instrument, with numerical and percentage results for each question, is included. (JMC)

ED 325 184 JC 900 587

Academic Senate for California Community Colleges, Sacramento.
The Ramifications and Implications of Affirmative Action on Hiring.
PUB DATE- Nov 90
NOTE- 24p.; This document is designed as a companion to the Academic Senate's "Contract Faculty Hiring Procedures: A Model Based on AB 1725," ED 315 140.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Affirmative Action; *College Faculty; *Community Colleges; *Educational Legislation; Minority Group Teachers; Occupational Information; Personnel Policy; Program Implementation; State Legislation; Teacher Employment; *Teacher Integration; Teacher Recruitment; *Teacher Selection; Two Year Colleges
IDENTIFIERS- *Assembly Bill 1725 (California 1989)

Effective implementation of legislative mandates is the prime responsibility of academic senates. Inherent with this authority and responsibility is accountability. "Lip service" and "paper shuffling for compliance" are not surrogates for actual and effective implementation of the affirmative action mandates of Assembly Bill (AB) 1725. This report, issued by the Affirmative Action Committee of Academic Senate for the California Community Colleges (ASCCC) is designed to aid local academic senates in their endeavors to address the mandates of AB 1725 as regards affirmative action hiring. The report provides the following information: (1) specific state and federal affirmative action legislation; (2) clarification of terms as they relate to diversity; (3) guidelines for interpreting the subjective terminology of AB 1725; (4) enhancement of diversity through role models and educational enrichment; (5) hiring of the disabled; (6) the role of the affirmative action officer and the affirmative action representative in the hiring process; (7) the role of the interviewing committee in the hiring process; (8) selection of the final candidate; (9) utilization and accountability of the authority of the Academic Senate and the Chancellor/President; (10) procedures for job announcements and job descriptions; and (11) frequently used terms in affirmative action. References and a sample AB 1725 job announcement for a full-time history instructor are included. (PAA)

ED 324 868 EC 232 413

McDonnell, John
Utah Univ., Salt Lake City. Dept. of Special Education.
The Improving Community-Based Instruction Project: Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 87
NOTE- 432p.; Attachment A contains uneven density type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Daily Living Skills; Elementary Secondary Education; Experiential Learning; Generalization; *Instructional Effectiveness; Maintenance; Rehabilitation; *Severe Disabilities; *Teaching Methods

The final report describes activities of the Improving Community-Based Instruction Project, which conducted research to improve the effectiveness and efficiency of training in community settings with individuals with severe disabilities. Three areas of research were undertaken: (1) studies of the influence of the location of instruction on the acquisition and generalization of community activities; (2) studies on strategies for establishing reliable stimulus control of student responses in community settings; and (3) studies on the impact of various strategies for building performance of complex chains of behavior. The project also developed procedural manuals to assist practitioners in developing community-based and classroom-based instructional programs. The report lists project objectives and briefly reports project activities and accomplishments. Among conclusions are the need for more comparative research on effectiveness of commonly recommended instructional strategies; examination of strategies leading to the adoption of validated techniques by practitioners; and research on instructional strategies to enhance maintenance of performance in community settings. Much of the document consists of attachments including the specific reports for studies in the three designated research areas, the two procedural manuals, and a program analysis form. Contains 34 references. (DB)

ED 324 884 EC 232 479

Parette, Howard P., Jr.; VanBiervliet, Alan
Arkansas Univ., Little Rock.
Assistive Technology Curriculum...A Module of Instruction for Students in Arkansas Colleges and Universities and Instructor's Supplement. Partnerships in Planning for State Technology Service Delivery. Project TAARK.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 90
NOTE- 60p.; For related documents, see EC 232 480-483.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accessibility (for Disabled); Advocacy; *Assistive Devices (for Disabled); *College Students; Consumer Education; *Delivery Systems; *Disabilities; *Financial Support; Higher Education; Media Selection; Services; *Technology
IDENTIFIERS- *Arkansas

The instructional package of student and instructor manuals is intended to provide Arkansas college students who are preparing for rehabilitation careers with basic information on assistive technology. The student material is divided into three goal areas. The section on Goal 1, the development of technology advocacy concepts, covers basic definitions of assistive technology and services terminology, the role of consumers, advocacy, specific advocacy groups in Arkansas, steps in the advocacy process, and how a consumer should respond when told assistive technology cannot be provided him. The second section on Goal 2, the development of service delivery concepts, discusses providers of technology services in Arkansas, the evaluation process, and factors in selecting appropriate technology. Goal 3 is the development of technology funding concepts. Discussion centers on funding sources, funding terminology, and guidelines for assembling supportive documents. Each section includes a set of student evaluation questions for which answers are provided in the instructor manual. (DB)

ED 324 914 FL 018 875

Mayala, Nsebeng-Kimanese
Views on Learner-Oriented Data Collection Methodology.
PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Data Collection; Foreign Countries; Language Patterns; *Language Research; *Research Methodology; Second Language Learning; *Student Characteristics; Student Role

In research on second language instruction, the researcher's knowledge of the learner's background has not always been central in data collection. However, data collection is part of a research design that should include both a description of the sample population and the role of the learner in the decision to carry out a given study. Learner-oriented data-collection methodology can contribute to the study of adult second language learners' performance in a formal learning setting. Elicitation procedures are generally preferred because they allow limitations of the information collected. With knowledge of the learner's background, the researcher can ask appropriate questions, obtain rich and insightful information, and get results reflecting learners' potential competence. On the other hand, elicitation may disturb normal patterns of language use. Learner-oriented tasks should be learner-specific, designed to call on the learner's awareness and judgment, where possible, and be tested for native-like validity. Steps in the design of such tasks include defining the population, collecting general information through a preliminary study, selecting measurement instruments, and piloting the instruments. (MSE)

ED 324 977 FL 018 991

Stansfield, Charles W.; And Others
Center for Applied Linguistics, Washington, D.C.
English-Spanish Verbatim Translation Exam.
SPONS. AGENCY- Federal Bureau of Investigation, Quantico, VA.
PUB DATE- 7 Nov 90
NOTE- 232p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Validity; *English; Language Proficiency; *Language Tests; *Spanish; *Test Construction; Test Items; *Translation
IDENTIFIERS- *English Spanish Verbatim Translation Test; *Federal Bureau of Investigation

The development and validation of the English-Spanish Verbatim Translation Exam (ESVTE) is described. The test is for use by the Federal Bureau of Investigation (FBI) in the selection of applicants for the positions of Language Specialist or Contract Linguist. The report is divided into eight sections. Section 1 describes the need for the test, reviews the literature on the testing of translation ability, and discusses the development of translation skill level descriptions. Section 2 describes the multiple-choice and production sections of the ESVTE, scoring procedures and time limits. Sections 3 and 4 describe the development, trialing, and pilot testing. Section 5 describes the design and validation study, which included members of the FBI, Houston Police Department, and professional translators. Section 6 presents statistics on the scores of the subjects, and analyzes the reliability of each ESVTE section. Section 7 discusses content validity. Section 8 describes the equating of the two parallel forms, and the establishment of a cut score on the ESVTE multiple-choice section. Appended materials include sample test items, administration instructions, scoring guidelines, the FBI/Center for Applied Linguistics Translation Skill Level Descriptions, questionnaires, and other data collection instruments. (Author/VWL)

ED 325 007 HE 023 918

Hoef, Ted; Howe, Nanci
Association of College Unions-International, Bloomington, IN.
Marketing the College Union.
PUB DATE- 90
NOTE- 180p.; Some graphics may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Books (010)
DESCRIPTORS- Ancillary School Services; *Business; Business Education; Colleges; Higher Education; Information Dissemination; Instructional Materials; *Marketing; Research Methodology; School Activities; *Student Personnel Services; *Student Unions; Universities

Theory underlying marketing in the public sector is presented in combination with specific examples of marketing strategies and techniques used in college unions and student activities programs across the country. The subject of marketing is discussed under six major subject headings: (1) why marketing? (2) analyzing marketing opportunities; (3) planning the marketing mix; (4) developing a marketing program; (5) evaluation of the marketing program; and (6) putting it all together. The latter section includes a review of the step-by-step method for marketing the college union as well as the marketing applications and profiles of marketing programs at four diverse institutions: Dallas State University, Jenkins College in Virginia, University of Wisconsin at Madison, and Stanford University in California. Among the topics discussed are consumer analysis, pricing, market targeting and forecasting, research, conducting marketing audits, and the development and execution of a marketing program evaluation. Contains an index and glossary. (GLR)

ED 325 024 HE 023 941

Kussrow, Paul G.
Oklahoma State Univ., Stillwater. Coll. of Education.
A Manual for Proposal Planning and Development within the College of Education.
PUB DATE- 90
NOTE- 38p.; Alternative title: A Winning Approach to Research and Grant Seeking.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Financial Needs; Financial Support; Fund Raising; *Grantsmanship; Guidelines; Higher Education; Program Proposals; *Proposal Writing; Research Proposals; Technical Writing; *Writing (Composition)
IDENTIFIERS- Oklahoma State University

A guide to writing effective proposals that are designed to funding for specific projects is presented. The need to clearly identify the nature of project--its design, its anticipated outcomes, and the needs which the project is addressing--is described as the crucial first step in the grantswriting process. Next, the importance of the prospectus (a capsule version of the proposal) is examined--what it is and its components. The proposal structure and content is then discussed within the following areas: (1) the need/problem being addressed; (2) the objectives to be achieved; (3) the methodology that is planned for achieving the objectives; and (4) how much the project is anticipated to cost. The budgetary process is examined in a separate chapter with discussions on anticipating project costs, the standard costs to be considered, and indirect costs. Some thoughts concerning matching funds are also included. Finally, the handbook presents information on the variety of support services that the Oklahoma State University's Office of Education Research provides to assist researchers in their search for external funding for research, instructional, or service activities. (GLR)

ED 325 070 IR 014 654

Calvert, Jocelyn
Distance Education Research: The Rocky Courtship of Scholarship and Practice.

PUB DATE- 88
NOTE- 11p.; Paper presented at the World Conference on Distance Education (14th, Oslo, Norway, August 9-16, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Distance Education; Foreign Countries; Literature Reviews; Open Universities; Postsecondary Education; *Research and Development; *Research Design; Research Utilization; *Theory Practice Relationship

The current challenge in distance education is to determine the ways in which research can assist practice in fostering communication. Research in distance education may be broken down into three approaches: (1) practical and descriptive studies that give little attention to conceptual underpinnings; (2) application of conceptual models from related disciplines; and (3) construction of an independent structure and theory for distance education distinct from other forms of education. Distance education themes such as understanding the learner, independence and autonomy of the learner, and communication media and strategies, are common across all three research approaches. Also common are the practical questions that need to be answered: (1) On what basis are basic decisions made? (2) What are the methods for measurement? (3) What are the general principles involved? and (4) What is the conceptual framework? Researchers work to elucidate the fundamental ideas behind distance education problems and to develop a broader understanding. However, distance education practitioners may need to be convinced of the value of research as a useful contribution to practice. Clarity of presentation of research results, easy access to research, and postgraduate programs for professionals are ways to accomplish that goal. (69 references) (DB)

Brownell, Gregg; Zirkler, Dieter
Deductive Reasoning, Logo and the Schools.
PUB DATE- 90
NOTE- 4p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Critical Thinking; Deduction; Elementary Secondary Education; *Error Correction; Postsecondary Education; *Programing; Programing Languages; *Thinking Skills
IDENTIFIERS- *Debugging (Computer Programs); *LOGO Programing Language

Children often have difficulty developing debugging skills. This may be attributable to instructional methods that discourage reflection on one's reasoning errors. Logo instruction may encourage such reflection. Two studies examined Logo's effect on confirmation bias--the tendency to select confirming over disconfirming information to prove an hypothesis. One study viewed elementary students while the second investigated college students. A third study investigated confirmation bias developmentally in grades 4 through 12. While Logo programming did not significantly effect deductive reasoning, elementary students exhibited an unusually high tendency to be disconfirmers while college students were confirmers. A significant difference was found in that twelfth graders more frequently selected confirming information than did fourth graders. This suggests that elementary students may be less resistant to learning self-reflective debugging skills than older students. Also, programming instructors may need to generate specific strategies to address confirmation bias in older students at the secondary school and university levels. (Author)

ED 325 213 PS 019 116

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Head Start Reauthorization. Hearing on Examining Proposed Legislation Authorizing Funds for the Head Start Educational Program before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, Second Session.

PUB DATE- 1 Mar 90
NOTE- 160p.; Some pages are poorly photocopied and/or contain small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; *Early Intervention; *Federal Legislation; Hearings; *Parent Participation; Preschool Education; Program Effectiveness; Program Improvement; Student Improvement
IDENTIFIERS- Congress 101st; *Project Head Start; Reauthorization Legislation

A Senate hearing was convened for the purpose of receiving testimony on the reauthorization of the Head Start program on the occasion of the 25th anniversary of the program's implementation. Opening and prepared statements providing background information are followed by reports of the arguments of three groups of concerned parties in favor of reauthorization. Those testifying included representatives from the Administration Association, the Committee for Economic Development; and others. Recounting past successes, ongoing efforts to improve the program, and future plans, officials requested that the program be continued. Particular attention was given to the success of participating parents for whom Head Start was the gateway to upward mobility and also to the success of young adults who participated in the program in childhood. This testimony is supplemented by reports of research that identifies characteristic features of successful intervention programs in the fields of health, early childhood education, and social services. Viewpoints on the importance of investment in early childhood education were also offered by the National Alliance of Business and the Children's Defense Fund. Testimony of the National Treasury Employees Union focused on federal responsibility for program monitoring is also included. (RH)

ED 325 243 PS 019 195

Lally, J. Ronald
Far West Lab. for Educational Research and Development, San Francisco, CA. Center for Child & Family Studies.
Augmented Family Support Systems: A Description of an Early Intervention Model for Family Support Services in Low Income Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Oct 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; At Risk Persons; Blacks; Caseworker Approach; Cooperation; *Early Intervention; *Family Programs; *Low Income Groups; Models; Program Descriptions; *Social Services
IDENTIFIERS- African Americans; California (Marin County); California (San Francisco); *Family Support Services; *Program Characteristics

This report documents the develoment of a two-pronged, model approach to early intervention with families in low-income communities. Since 1988, the Far West Laboratory's Center for Child and Family Studies and agencies in two low-income communities have been collaborating members of the Bay Area Early Intervention Program (BAEIP). BAEIP organizes agency services and develops new ones so as to create a coordinated support system that serves families from pregnancy through the child's eighth year. The program's intervention model consists of two interrelated efforts: the Augmented Family Advocacy System (AFAS) and the Community Services Support System (CSSS). AFAS uses a home-based, case management strategy to deal with program participants, while CSSS works with community institutions, informal networks, and service agencies to facilitate their coordination, collaboration, and support in providing assistance to families. In this report, information from the work done in the two low-income communities involved in BAEIP is used to illustrate the manner in which facilitation activities took place and the needs and issues that those who attempt similar interventions should expect to encounter. (RH)

ED 324 841 EC 232 185

Colker, Laura J.; And Others
Macro Systems, Inc., Silver Spring, Md.

Investigation of Interactive Technologies for Early Math and Science Concepts for Preschool Children. Report--Phase I.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 13 Apr 90
NOTE- 180p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Classification; Computer Assisted Instruction; Computer Software Development; *Disabilities; *Instructional Design; Instructional Materials; *Interactive Video; Material Development; *Mathematics Instruction; Microcomputers; *Number Concepts; Preschool Education; Science Instruction; Teaching Methods; Videodisks

This report describes phase 1 of a projected 2-phase project designed to investigate the feasibility of developing an interactive videodisc to teach math and science concepts to preschool handicapped children. A videodisc system is proposed that would allow children to manipulate real-world objects in order to acquire concrete knowledge about abstract concepts. The report covers Phase 1 activities, including target audience specification, literature review, interviews with experts in the relevant fields, product review, hardware and software review, the enlisting of industry support, and the design team meeting. A design plan is presented which specifies the target audience, educational principles, content, products, design components, and program operation. Appendices making up the greater part of the document include letters of support, copies of survey instruments, a summary of the design team meeting, the review of the literature, summaries of interviews with experts, and a product review. The literature review of 66 references covers the use of microcomputers in teaching preschool math and science, the use of microcomputers in early childhood special education, the use of videodiscs with children, teaching science and math concepts in the preschool, and adapting preschool math and science for special education. The product review describes 121 math and science software programs available for preschoolers. Includes 13 references. (JDD)

ED 324 945 FL 018 927

Rodina, Herta

French for Journalists: Classroom Techniques.

PUB DATE- 89
NOTE- 17p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Classroom Techniques; Communications Satellites; Discussion (Teaching Technique); *French; Higher Education; *Instructional Materials; *Journalism; *Languages for Special Purposes; *Media Selection; Second Language Instruction; Videotape Recordings
IDENTIFIERS- *Authentic Materials; *Ohio University

The use of authentic materials for an advanced French course for students of journalism and communication has the drawback that authentic French sources assume a regular, informed readership sharing the same culture and history. A solution found at Ohio University is to use a publication that bridges the two cultures, such as the "Journal francais d'Amerique" ("French Journal of America"). Once students become familiar with a topic, they can advance to more challenging and in-depth accounts found in French publications, reading the corresponding accounts of one issue given in several publications. Students may also study videotapes in class and in the language laboratory. Timely and authentic video materials are obtained most easily via satellite transmission, but other video materials are available through journalism programs and publishers. Materials chosen should be thematically challenging and linguistically feasible. In selecting video recordings, special attention should be paid to visual and sound track quality. Students should be prepared for exposure to varying accents, idioms, and vocabulary. In all cases, the success of materials selection depends on adequate preparation through pre-reading exercises, vocabulary preview, grammar review, and cultural allusions. Closure also requires adequate time, and may include student interviews with an expert and group presentations. (MSE)

ED 324 961 FL 018 947

Byram, Michael
Language Learners' Perceptions of a Foreign Culture--The Teacher's Role.
PUB DATE- Apr 90
NOTE- 7p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Education; Elementary Secondary Education; Foreign Countries; *French; Instructional Effectiveness; *Second Language Instruction; *Student Attitudes; *Teacher Role; Teaching Methods
IDENTIFIERS- *England

A British study investigating claims that foreign language education instills positive attitudes in students about the target culture is described. Attitudes of students in the last year of elementary school, before second language instruction begins, and students of French in the third year of secondary school, the last year of obligatory language instruction, were informally measured through interviews, observation, and surveys. Analysis of the results is in progress. An illustration of one portion of the analysis focuses on the secondary students' knowledge of an ordinary meal in France, assessed in interviews, and the sources of their information in and outside of class. Project results will be presented as descriptive models of the relationships among data from the various sources. Bases for critiquing the models are discussed. (MSE)

ED 325 054 HE 023 973

College Board, New York, NY.
The College Handbook for Transfer Students, 1991.
PUB DATE- 90
NOTE- 732p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- College Bound Students; *College Choice; College Programs; Comparative Analysis; Decision Making; Directories; Enrollment; Guides; Higher Education; Indexes; Information Dissemination; *State Colleges; *State Universities; *Transfer Policy; Transfer Students

The directory provides current information designed to assist college students desiring to transfer in the selection of their new college or university. The handbook provides the specific information needed about transfer policies at 2,800 two-year and four-year U.S. colleges. College descriptions are alphabetical by state. In addition to general information on costs, degrees offered, and size, the college descriptions include: admissions and residency requirements; fall 1991 application deadlines; number of transfer applicants accepted; articulation programs with other colleges; services for transfer students; financial aid availability and the deadline for applying; and the percentage of students transferring from two-year programs. A guidance section helps students understand the complex transfer process and provides advice on planning ahead for maximum transfer of credit, making sound choices about where to transfer, budgeting resources, and dealing with "transfer shock." Special sections address the needs of community college students, returning adults, and high school students. (GLR)

ED 325 115 IR 053 147

Kaplan, Martin F.

Moral Reasoning as a Process of Information Integration.

PUB DATE- 88
NOTE- 15p.; Paper presented at the Conference on Social and Personality Development (1st, Nags Head, NC, June 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; Cognitive Mapping; *Critical Thinking; Ethical Instruction; Higher Education; *Moral Development; *Moral Values; *Problem Solving; Secondary Education; Social Psychology; *Value Judgment
IDENTIFIERS- Information Integration Theory

Four experiments were conducted to explore issues in the development and modification of both moral choices and judgments of achievement using concepts and data from a social judgment perspective. In the first experiment, college students functioning at different reasoning levels indicated on a 20-point scale their strength of belief that an individual should or should not engage in a target act in several different dilemmas. For the second experiment, high school freshmen who had just completed a mandatory course in moral decision making were asked to evaluate eight moral dilemmas. For the third experiment, high school freshmen received training in reasoning which used different judgmental tasks to illustrate first simple and then complex integration strategies. For the fourth experiment, high school freshmen and college students were assigned to training, self-cuing, and control groups and asked to predict a person's achievement in either academic or sports performance based on information on that person's ability and effort. The experiments revealed that: (1) college students' higher scores on Defining Issues Tests did not reflect a greater tendency to rely on postconventional rationales or to be more complex; (2) high school freshmen trained in moral reasoning were absolutistic, while untrained students were relativistic; (3) cognitive processes are not unique to moral reasoning, but are general to any sort of social judgment, and probably to nonsocial judgments; and (4) college students are able to transfer skills from a trained rule to the logical extension of a reverse rule because they perceive ability as a fixed trait, while high school freshmen are less likely to transfer skills, in part because they assume ability varies with effort. (SD)

ED 325 158 JC 900 554

Toback, Norman P., Ed.
Kingsborough Community Coll., Brooklyn, N.Y.
Ideas Together: A Publication of the Institute for Development of Enrollment, Advancement and Student Success; Volume I, Number 1, Fall 1988.
PUB DATE- 88
NOTE- 30p.; A publication of the Institute for Development of Enrollment, Advancement and Student Success.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Bilingual Education; Community Colleges; *Counseling Services; *Dropout Prevention; English (Second Language); *High Risk Students; Mentors; Program Descriptions; *School Holding Power; *Student Development; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- City University of New York

Designed as a channel for communication among City University of New York faculty regarding initiatives to reduce attrition and promote student success, this publication contains articles on student development, counseling and student services, and academic support. Following an introduction by Anthony F. Russo, the following articles are presented: (1) "Accommodating Cultural and Ethnic Difference in Counseling: A Training Note," by Samuel D. Johnson, Jr.; (2) "Early Attrition Project," by Otis Hill, which describes a counseling intervention tested at Kingsborough Community College (KCC) with students who had missed three consecutive class sessions; (3) "The LaGuardia Mentoring Project: Faculty and Staff as Voluntary Mentors To Increase Student Persistence among High Risk Freshmen," by Jon Saul and Joseph Sclafani; (4) "Student to Student Approach to Retention," by Marilyn Chernin and Angelo D. Pappagallo, which describes a KCC program in which freshmen in remedial English classes were visited by student leaders to encourage their participation in campus-wide student activities; (5) "New Start: A Program for Students Dismissed from Senior Colleges," by Anne Winchell; (6) "ESL Academic Support Center," by Isabella Caruso, which highlights the academic advisement services, informality, team approach, departmental outreach, and newsletter of KCC's ESL Academic Support Center; and (7) "The Battle between ESL Instruction and Bilingual Education," a commentary by Richard Graf. An introductory statement about the journal by Anthony F. Russo is also provided (AYC)

ED 325 228 PS 019 166

Bowman, Barbara

Building the Foundations for School Success: Issues in Early Childhood Education.

PUB DATE- Nov 90
NOTE- 38p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Early Childhood Education; *Educational Policy; *Educational Practices; *Elementary School Curriculum; Guidelines; Public Schools; *School Role

Several questions concerning early childhood education are addressed. These include: (1) How should the curriculum for young children be framed? (2) What are effective intervention strategies for at-risk children? (3) How does the public school need to change to accommodate new responsibilities caused by changes in its mission and clientele? Section I presents a perspective on curriculum and educational practices for children between 4 and 8 years of age. Section II considers early childhood education as an intervention for poor and minority children. Section III reflects on the problems of the public schools in responding to changed responsibilities. Section IV makes seven general policy recommendations, including the following: (1) avoid rigid standards of practices and accountability; (2) encourage new governance and administrative structures; (3) coordinate school programs with day care and other educational services; and (4) provide adequate funding for intervention programs. Citations number 82. (RH)

ED 324 930 FL 018 908

Heining-Boynton, Audrey L.
FLES Program Evaluation Inventory for FLES Teachers, Classroom Teachers, Children, Principals and Administrators, Parents.
PUB DATE- Mar 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Elementary Education; *FLES; Parent Attitudes; *Program Evaluation; *Questionnaires; *Records (Forms); Second Language Instruction; Student Attitudes; Teacher Attitudes

This inventory is designed to provide teachers and administrators with diagnostic information about their foreign language in the elementary school (FLES) programs. The instrument consists of five forms, one each for FLES teachers, regular classroom teachers, pupils, principals and administrators, and parents. Brief introductory instructions are given, and each form includes instructions for the respondent. The questionnaires consist of 4-19 questions concerning the program, to be answered on a five-point scale of agreement (strongly agree to strongly disagree, and no answer/not applicable). In all but the pupils' questionnaire, respondents are encouraged to add their comments at the end of the instrument. The pupils' questionnaire consists of a list of four questions to be administered by the classroom teacher, and a form containing pictures of faces ranging from happy to sad for each question. (MSE)

ED 324 993 HE 021 716

Advanced Technology, Inc., Reston, VA.

Title IV Quality Control Project, Stage II. Management Option II: Delivery System Quality Improvements.

SPONS. AGENCY- Office for Postsecondary Education (ED), Washington, DC. Debt Collection and Management Assistance Service.

PUB DATE- Aug 87

NOTE- 72p.; For other volumes in this series, see HE 021 710-711 and HE 021 713-714. For Stage One, see ED 271 061.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Students; *Delivery Systems; Error Patterns; Higher Education; *Need Analysis (Student Financial Aid); Objectives; Program Development; *Program Improvement; *Quality Control; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Department of Education; *Student Assistance Amendments 1981

Stage Two of the Title IV Quality Control Project is an integrated study of quality in five related federal financial aid programs for postsecondary students. Section 1 of the paper establishes a framework for defining quality improvements, in order to identify the types of changes that would tend to improve quality across all facets of the delivery process. Section 2 looks at the shortcomings in quality, categorized by a taxonomy of features for all the student aid programs. The corrective action themes of simplification, integration, and decentralization are used to address systematic issues contributing to an error-prone system. This analysis sets the objectives for delivery system quality improvements. The objectives derived are: improved built-in accuracy; improved timeliness; reduced burden; less confusion; improved controls; improved accountability; and less cost outlay to the government. In Section 3, five key structural changes to the delivery of Title IV assistance are recommended. These are: a reduced core of data elements; an integrated needs analysis structure; a central database; a central disburser that would eventually become joined with a central database; and expansion of the Institutional Quality Control Program. A phased approach to implementing the quality improvements is described in Section 4. (JDD)

ED 325 008 HE 023 925

Friedman, Suanne

Lack of Emphasis on Nutrition in Medical School Curriculum.

PUB DATE- Jul 90
NOTE- 75p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Development; *Curriculum Enrichment; Demonstration Programs; Educational Needs; Health Education; Higher Education; Knowledge Level; *Medical Education; Medical Students; *Nutrition Instruction; Teaching Hospitals
IDENTIFIERS- *Nutrition Education Program

The need and concern for the apparent lack of nutrition education provided in training programs for physicians was the impetus for begining a 10-session nutrition lecture series program. The program was developed and implemented in a large teaching medical center hospital and given to 16 third-year medical students. The program's purpose was to expand the nutrition education within the medical curriculum with the main focus being practical application of basic concepts. Program goals included early identification of patients at nutritional risk, improving nutritional assessment of at risk patients, increased understanding of appropriate choices of nutritional support, and heightened awareness of the role of the nutrition support service and registered dietitians. Course content included: nutritional assessment; enteral nutrition (formula choices, administration, equipment, and complications); and parenteral nutrition (guidelines for use, complications and fluid requirements). Results of a pre-test and post-test showed there was a significant improvement of nutrition knowledge of the medical students. It was concluded that expansion of nutrition education within the medical curriculum was successful. Expansion of the lecture series is being reviewed. Nineteen appendixes contain examples of various lecture series instructional, survey, and evaluation materials. (GLR)

ED 325 040 HE 023 958

Finlayson, Jean, Ed.
Further Education Staff Coll., Blagdon (England).
Management Information Systems.
PUB DATE- 89
NOTE- 96p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *College Administration; *Computer System Design; *Evaluation Criteria; Foreign Countries; Higher Education; Information Management; *Management Information Systems; Selection; Staff Development; *Systems Development; Training; *User Needs (Information)
IDENTIFIERS- *England

This collection of papers addresses key questions facing college managers and others choosing, introducing, and living with big, complex computer-based systems. "What Use the User Requirement?" (Tony Coles) stresses the importance of an information strategy driven by corporate objectives, not technology. "Process of Selecting a Computerised MIS in Cheshire" (Dave Plunkett) emphasizes a criterion-based process within a model of rational decision making. "Choosing a Management Information System at Hounslow Borough College" (Ian Harrison) describes more of the selection process in terms of its human impact. "MIS: An Introduction Strategy" (David Atkinson) distinguishes between "implementation" which is defined as largely a technical process, and "introduction," which concerns itself more with the human factors that can thwart the development and use of a system. In "Living with a Management Information System," Jean Skuse and Robert Case report their experiences with particular suppliers. "Staff Development and Training for Management Information Systems" (Paul Crisp) notes that all staff development and training needs can rarely be met and suggests the kinds of training that are likely to be considered essential. "FESC Guide to Computer Jargon" (Paul Crisp and others) interprets obscure jargon from the world of computers that is now penetrating education management. References accompany each paper. (JDD)

Stone, Harvey R.
Does Interactivity Matter in Video-Based Off-Campus Graduate Engineering Education?
SPONS. AGENCY- American Society for Engineering Education, Washington, DC. Center for Professional Development.
PUB DATE- 88
NOTE- 18p.; For a related paper, see IR 014 656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Comparative Analysis; *Distance Education; *Engineering Education; Graduate Students; Higher Education; Instructional Design; *Interactive Video; *Intermode Differences; *Learner Controlled Instruction; School Surveys; *Videotape Recordings

A survey was conducted to seek evidence of variation in student performance based on age, gender, graduate major, and instructional modality--i.e., traditional on-campus instruction, non-interactive videotape delivery, and interactive delivery systems complemented with real-time audio feedback. Responses were received from 8 out of 50 academic institutions to whom requests for data were sent, resulting in a sample size of 8,431 graduate students. The sample was broken down into the following categories: (1) on-campus degree-seeking students; (2) on-campus non-degree students; (3) off-campus degree-seeking students enrolled in courses delivered in a non-interactive (videotape) mode; (4) off-campus non-degree students taking courses in a non-interactive (videotape) mode; (5) off-campus degree-seeking students enrolled in courses offered interactively via microwave, ITFS (Instructional Television Fixed Service), or satellite with real-time feedback; and (6) off-campus non-degree students enrolled in courses offered interactively via microwave, ITFS, or satellite with real-time feedback. Analyses of the data indicate that off-campus students perform better as they are able to control where and when learning occurs. Also, student age influences student performance, as measured by grades, more than gender. Finally, videotape is significant as a learning medium for male students over the age of 26. (5 references) (DB)

ED 325 087 IR 014 673

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
ITV Resources in the Defined Minimum Program, 1990-91 Curriculum Guide. ITV Across the Curriculum.
PUB DATE- 90
NOTE- 65p.; For the 1989-90 edition, see ED 313 021.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrators; *Basic Skills; Competency Based Education; *Curriculum Development; Curriculum Enrichment; *Educational Television; Elementary Secondary Education; *Minimum Competencies; Programing (Broadcast); *Resource Units; State Curriculum Guides; Television Curriculum
IDENTIFIERS- Basic Skills Assessment Program; *South Carolina Educational Television

This guide is intended for use by superintendents, district directors of instruction, curriculum writers, principals, and teachers identifying instructional television resources that will aid their schools in meeting specific instructional requirements of the Defined Minimum Program and objectives of the Basic Skills Assessment Program. Suggested uses for the guide include: (1) curriculum planning at all levels; (2) development of school-wide programs and approaches to meet curriculum needs; (3) resource room/media center planning; and (4) identification of resources for special groups such as handicapped and exceptional children. A list of 241 program titles by skill area--reading, writing, mathematics, and science--indicates the continuing objectives of the programs as they relate to the Basics Skills Assessment Program. The main body of the catalog provides descriptions of the programs for the following subject areas: language arts; foreign language; mathematics; natural science; social studies; environmental studies; art; fine arts; music, drama, and dance; physical education; health and safety; driver education; substance abuse; guidance; career education; vocational, including business, home economics, and trades and industrial education; computer education; and education for the handicapped. The entry for each series includes the educational level, subject area, grade level, title, and specific curriculum need addressed, as well as brief comments and a program description. (DB)

ED 325 129 IR 053 325

Wachter, Wolfgang, Ed.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Study on Mass Conservation Techniques for Treatment of Library and Archives Material.

PUB DATE- Sep 89

NOTE- 55p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) E

DESCRIPTORS- *Archives; Cleaning; Foreign Countries; *Library Materials; Methods Research; Microforms; *Paper (Material); Physical Environment; Policy Formation; *Preservation; Prevention; Program Descriptions; *Repair; Research and Development; *Storage

IDENTIFIERS- Paper Deacidification

This document outlines the present state of development in mass restoration of library and archive materials and relates it to the economic, technical, and aesthetic aspects of various conservation and restoration methods, and discusses their implications for the formation of preservation policies in libraries. Ill effects to library materials caused by mechanical, biological, and chemical damage are discussed, and the current situation in libraries is briefly described. The following methods of conservation are then explored: (1) the diethylzinc (DEZ) method, which is not yet ready for use; (2) the Wei T'o non-acqueous book deacidification system method which was invented and developed in Canada; (3) the deacidification methods of the Bibliotheque Nationale (the French National Library in Paris), which are similar to the Wei T'o methods; (4) the methods being developed by the British National Library in London; (5) the Viennese method, an aqueous immersion treatment for newsprint that simultaneously neutralizes and strengthens the paper; and (6) several additional experimental methods. Four methods of restoration currently in use are also described: the wet treatment; leafcasting; the paper-splitting process; and the lamination process. (9 references) (SD)

ED 325 144 JC 900 451

Chan, Rosalyn; Moore, Mary

Student Assistance Program.

PUB DATE- Nov 89
NOTE- 30p.; Paper presented at the Annual Conference of the California Association of Community Colleges (60th, Santa Clara, CA, November 17-19, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; Committees; Community Colleges; Consortia; *Counselor Training; *Drug Abuse; *Drug Education; Educational Legislation; Health Promotion; Intercollegiate Cooperation; Prevention; *Program Development; School Health Services; *Student Personnel Services; Two Year Colleges; Workshops
IDENTIFIERS- Mission College CA; PLISSIT Model

In response to a federal mandate stating that a drug program must be in place at institutions receiving federal funds, several representatives from Mission College attended a privately sponsored 2-day substance abuse workshop in which the Student Assistance Program (SAP) model was presented. The SAP model provides confidential, professional, and voluntary assistance and support to students regarding alcohol- and drug-related personal problems that are adversely affecting their academic performance. Workshop attendees decided to form a larger Core Committee which would receive more extensive training in order to implement a viable program at the college. A consortium was formed with neighboring colleges to cover the costs of an intensive 4-day substance abuse training workshop. Workshop participants were introduced to the PLISSIT (P=Permission, LI=Little Information, SS=Some Suggestions, IT=Intensive Therapy) Model, a method for one-on-one student counseling. One of the first committee activities was the development of a student questionnaire on alcohol and drug use. To gain more expertise and guidance for the committee, a member of the district police department, and a counselor from the Santa Clara County (California) Drug Abuse Bureau were invited to join the group. A presentation on SAP was given to all faculty members, special activities were conducted during Alcohol Awareness week, and an Alcohol and Drug Awareness Event was held in October, 1988. Programs and flyers from SAP activities, a SAP brochure and fact sheet, program evaluation forms, and student and faculty handbooks are appended. (JMC)

ED 325 185 JC 900 588

Washington State Board for Community Coll. Education, Olympia.
Vocational Outcomes in Washington Community Colleges. Baseline Report. Operations Report NO. 90-2.
PUB DATE- Oct 90
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Graduates; Community Colleges; *Employer Attitudes; Employer Employee Relationship; Followup Studies; *Graduate Surveys; Organizational Effectiveness; *Outcomes of Education; *Program Evaluation; *Student Attitudes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Washington

In response to requests by the Washington Higher Education Coordinating Board for a systematic approach to student outcomes assessment, and in an effort to identify potential areas for improving the quality of community college education, the State Board for Community College Education conducted a vocational outcomes study in 1989. The study examined educational achievement of the 14,096 vocational preparatory "completers" (defined as those students who left the college after completing at least 10 vocational credits); employment outcomes and satisfaction of a sample of 955 surveyed completers; and satisfaction of employers as measured by a sample survey of 1,033 employers of community college graduates. The study findings included the following: (1) 94% of completers met their goal while in college; (2) 73% of completers said that their community college experience "definitely improved" the quality of their life; (3) African Americans and Native Americans left their colleges with the lowest levels of course completion; (4) 85% of employed completers were in jobs related to their training; (5) 74% of those employed before training increased their earnings after completing their education; (6) minority completers were more likely than whites to be in temporary jobs or in jobs not related to their training; (7) 87% of employers were "very satisfied" or "somewhat satisfied" with the work performance of community college graduates; and (8) 26% of employers were "dissatisfied" with graduates work habits and attitudes. Data tables and survey instruments are included. (PAA)

ED 325 198 PS 018 678

Opravilova, Eva, Ed.
Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.
Preschool Education: Selective Bibliography of 1988. Information Bulletin.
PUB DATE- 89
NOTE- 344p.; For earlier editions of this bibliography, see ED 211 182, ED 250 056, ED 264 936, ED 267 886, ED 281 609, and ED 291 458.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aesthetic Education; Annotated Bibliographies; Child Health; Cognitive Development; Educational Administration; Educational Environment; Emotional Development; Environmental Education; Ethical Instruction; Foreign Countries; Ideology; Intellectual Development; Language Arts; Physical Education; Play; *Preschool Education; Preschool Teachers; Social Development; Social Influences; Special Education; Speech Instruction; Theories

A total of 577 annotated citations of materials concerning preschool education and related topics are provided in this selective bibliography of the 1988 literature from Austria, Czechoslovakia, Russia, Canada, France, Sweden, Hungary, Germany, Bulgaria, Poland, and Switzerland. Sections of the bibliography provide references to materials on: (1) social and ideological foundations of preschool education; (2) theoretical foundations of preschool education; (3) organization of preschool education; (4) educators of preschool children; (5) play; (6) preschool teaching; (7) health care and physical education; (8) social and emotional development and moral education; (9) speech and language education; (10) intellectual development and intellectual education; (11) aesthetic education; (12) education of children with special needs; (13) environmental education; and (14) the child's environment. Titles are in the language of origin with English translations. Annotations are in English. (RH)

ED 324 855 EC 232 200

Stephens, Susan A.; Lakin K. Charlie
Decision Resources Corp., Washington, DC.; Mathematica Policy Research, Princeton, N.J.; Minnesota Univ., Minneapolis.; Temple Univ., Philadelphia, Pa. Inst. for Survey Research.

The Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities. Volume V. Editing, Coding, and Data Tape Specifications for the Survey of Separate Facilities and the Survey of SEA Special Education Divisions.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Jan 90
NOTE- 405p.; For volumes 1 through 4, see EC 232 196-199.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - General (140)
DESCRIPTORS- *Coding; Databases; *Data Collection; *Day Programs; *Disabilities; *Editing; Educational Practices; Elementary Secondary Education; Interviews; Measurement Techniques; National Surveys; Quality Control; Questionnaires; Residential Institutions; *Residential Programs; Special Education; Special Schools; State Departments of Education

This final volume of a five-volume report on instructional programs for handicapped children and youth in separate day and residential facilities throughout the United States provides additional documentation on the two surveys used in the study (volume 4 contains the survey instruments and appendix B of volume 2 describes the instrument development process). Part 1 of this volume, covering the survey of separate day and residential facilities, comprises the bulk of the document. It begins with an overview of survey instruments and procedures. It then presents the procedures for editing and coding each of the survey documents, provides question-by-question instructions for use in reviewing questionnaires and telephone interview documents, and supplies documentation for data files. Part 2, the survey of the special education divisions of the State education agencies, contains the survey instrument coded according to data received, a description of survey procedures, an explanation of coding conventions for each question in the survey, and data file specifications. (JDD)

ED 324 885 EC 232 480

Parette, Howard P., Jr.; VanBiervliet, Alan
Arkansas Univ., Little Rock.
Assistive Technology Curriculum for Parents of Arkansans with Disabilities. Partnerships in Planning for State Technology Service Delivery. Project TAARK.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 90
NOTE- 115p.; For related documents, see EC 232 479-483.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Child Advocacy; Consumer Education; Delivery Systems; *Disabilities; Financial Support; Media Selection; *Parent Education; Parent Role; *Technology
IDENTIFIERS- *Arkansas

The instructor's manual is part of a curriculum intended to help provide Arkansas parents of disabled children with basic information on accessing and using assistive technology. The material is divided into three goal areas. The section on Goal 1, the development of technology advocacy concepts, covers basic definitions of assistive technology and services terminology, consumers, advocacy, advocacy groups in Arkansas, steps in the advocacy process, and how a parent should respond when told assistive technology cannot be provided. The next section, on Goal 2, the development of service delivery concepts, reviews Arkansas providers of technology services, the evaluation process, and factors in selecting appropriate technology. Goal 3 is the development of technology funding concepts. Discussion centers on funding sources, funding terminology, and guidelines for assembling supportive documents. Each section includes suggested small group activities to provide simulated experience in applying the concepts. Nine transparencies provide additional information on selecting appropriate technology, steps in the advocacy process, rights of parents and their children, and parent communication skills. Among 16 handouts are a list of advocacy contacts, sample case studies, and sample letters justifying the need for a device. A resource guide lists technology centers, funding resources, readings (14), product availability resources, computerized databases, and videotapes. (DB)

ED 324 899 EC 232 633

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.

Youth Categorized as Hearing Impaired, Statistical Almanac, Volume 7. The National Longitudinal Transition Study of Special Education Students.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 374p.; For related documents, see EC 232 627-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; *Hearing Impairments; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 1,688 students with hearing impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 962 FL 018 949

Ariza, Maria J.

A New Beginning for LEP Students?

PUB DATE- 17 Apr 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Dropout Prevention; *English (Second Language); Haitians; Hispanic Americans; *Limited English Speaking; *Program Effectiveness; Program Evaluation; Scores; Secondary Education; Self Esteem; Student Characteristics; Student Placement; *Transitional Programs
IDENTIFIERS- *Dade County Public Schools FL

New Beginning is a transitional program for limited-English-proficient (LEP) secondary school students in Dade County, Florida whose prior school experience was interrupted or limited. The program currently serves 102 students in four schools. Most participants are Hispanic or Haitian. Students are selected by district-wide criteria and grouped in self-contained classes. Program aims are: (1) to develop rapid acquisition of English skills, literacy, and academic skills needed to profit from English-as-a-Second-Language and bilingual curriculum content programs, as well as a more positive self-image; and (2) to reduce failure and dropout rates. Although the schools all follow specific guidelines, program implementation varies. All participants enrolled shortly after arrival in the United States. The program's attendance rate has been generally high. Achievement data for the first year is inconclusive concerning program success. Staff perceive the program as valuable, student response has been positive, and the program appears to have been beneficial to students to date. Analysis of program results is continuing, and will include student interviews. (MSE)

ED 324 978 FL 018 992

Ching, Roberta; And Others

Making Connections: Computers, Tutors, and ESL Students.

PUB DATE- Mar 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, California, March 6-10, 1990.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *English (Second Language); Higher Education; Individualized Instruction; Program Descriptions; Program Design; Word Processing; *Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS- California State University

While the use of computers in college classrooms and writing labs has benefited some students of writing, these benefits have not been as pronounced for basic or English-as-a-Second-Language (ESL) writing students. Operating computers requires motor and mnemonic skills that complicate the task of writing, especially for basic or ESL students, and computers tend to promote a more fragmented and linear view of writing. The Intensive Learning Experience writing program at California State University, Sacramento, is designed to help basic and ESL writers learn composition skills by linking the resources of classroom instructors, lab instructors, and a computer writing lab. The program has separate tracks for native English Speakers with limited skills and for ESL students. Students are placed into classes with low student/teacher ratios and are given access to a computer writing lab. Students also receive instruction in computer operation and word processing and, in the writing labs, are given individualized writing or computer assistance. During the first semester of this four-semester program, content is stressed over form and student-centered methods of instruction are combined with positive commenting strategies. Students participating in this program have shown significant declines in writing anxiety. (JL)

ED 325 025 HE 023 942

Gallup Organization, Inc., Princeton, N.J.
Attitudes About American Colleges 1990. A Survey Commissioned for National Higher Education Week.
SPONS. AGENCY- Council for Advancement and Support of Education, Washington, D.C.
PUB DATE- 12 Oct 90
NOTE- 32p.; For the 1989 report, see ED 311 988.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; Attitude Measures; Audience Response; Educational Needs; *Higher Education; *Paying for College; *Public Opinion; *Role of Education; *Student Financial Aid; Telephone Surveys
IDENTIFIERS- United States

A Gallup report presents the results and conclusions of a study designed to measure attitudes and perceptions among the nation's adults regarding higher education. The specific issues addressed cover the benefits of a college education to society at large, the focus of institutions of higher education, financial support of higher education institutions, and financial aid. The study, conducted in June 1990, involved 1,014 telephone interviews among a nationally representative sample of adults age 18 years and older. Among the study's findings are the following: (1) 75% felt that significant advancements in medicine and technology required more people attaining a college education; (2) 58% felt that having more college educated people would improve society's ability to solve problem areas such as crime, drug abuse, and homelessness; (3) conducting research and offering programs and financial assistance were areas believed to be needing more financial support; (4) 91% felt most students require financial aid in order to attend college; (5) 4% believed that what students borrow is too little; and (5) 66% believe financial aid from the federal government should be based on academic ability and financial need. A technical appendix accompanies the report. (GLR)

ED 325 055 HE 023 974

College Board, New York, NY.
The College Handbook: New England, 1991.
PUB DATE- 90
NOTE- 273p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- College Bound Students; *College Choice; College Programs; Comparative Analysis; Decision Making; Directories; Enrollment; Guides; Higher Education; Indexes; Information Dissemination; Paying for College; *State Colleges; *State Universities; Student Mobility
IDENTIFIERS- *New England

The directory provides current information concerning New England's public and private two-year and four-year colleges to assist college bound students in choosing the college or university they wish to attend. College descriptions are presented alphabetically by state (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont). Among the data and information contained in the descriptions are the following: enrollment; freshman admissions requirements and procedures; major fields of study; special academic programs; financial aid; student life; and housing. A detailed guidance section, including checklists, offers information on how to select and pay for college. Thirteen specialized indexes are included that are designed to assist students in identifying colleges by 34 categories such as type, campus environment, religious affiliation, and special admissions procedures. Also included are a complete index of majors found in New England colleges and the degree levels offered, and an introduction by the Dean of Admissions at the University of New Hampshire describing the experience of going to college in New England. (GLR)

ED 325 102 IR 014 697

Neill, Shirley Boes; Neill, George W.
Only the Best, Preschool-Grade 12, 1991. The Annual Guide to Highest-Rated Educational Software.
PUB DATE- 90
NOTE- 144p.; For the 1990 guide and a cumulative guide, see ED 316 209-210.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Software Evaluation; *Computer Software Reviews; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Microcomputers
IDENTIFIERS- Selection Tools

This edition of "Only the Best" identifies 183 of the most recent education software programs that have met the high standards of 37 software evaluator services since the 1990 edition was published. The purpose of this document is to provide a quick, easy way for computer coordinators, librarians, curriculum directors, teachers, school administrators, students, and parents to find the highest-rated microcomputer education software available. The introduction provides a detailed explanation of how the programs were selected, and the first of four major parts of the guide presents an alphabetical listing by title of the 183 highest rated programs as well as a listing by the following subject areas: arts, college entrance exams, early childhood education, health education, language arts, mathematics, problem solving, science, social studies, special education, student helpers, tool programs, and typing. The description for each of these programs includes the subject areas, the copyright date, grade level(s), hardware requirements, cost, type of program, a brief description, teaching tips, a summary of evaluation conclusions, and bibliographic citations for several reviews that appeared in magazines. It is noted that 36 of these new programs have been recommended by the evaluators as being especially useful for children or teachers in special education classes. The second part lists 28 highly promising new programs that received an "excellent" grade from at least one of the evaluation services, but not enough agreement to make the winners' category. The third section lists 181 education software programs from the 1990 edition, and a directory of the producers of all the programs concludes the guide. (DB)

ED 325 172 JC 900 573

Alfano, Kathleen
Moorpark Coll., Calif.
A Survey of New Student Satisfaction with Student Services. Matriculation Study Number 1990-1.
PUB DATE- Oct 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Freshmen; Community Colleges; Comparative Analysis; Control Groups; Counseling Services; *Information Utilization; Participant Satisfaction; Program Effectiveness; *School Orientation; Student Adjustment; *Student Behavior; Two Year Colleges; *Two Year College Students; Use Studies

In compliance with a state mandate to maintain accountability for matriculation funding, Moorpark College (MC) conducted a survey of new students to assess their satisfaction with the college's student services. A random stratified sample of 400 first-time students were contacted by mail and telephone during May and June 1990, and 295 usable surveys (74%) were obtained. Of the respondents, 155 had completed MC's orientation course, and 140 had not registered for the course. Of those who completed the course, 66.5% said it was excellent or good, 47.7% indicated that it had helped them with class choice, and 19.4% reported using other campus services because of the orientation course. Over 70% of the respondents rated college admissions as either good or excellent in terms of convenience, efficiency, and staff helpfulness. In comparison to students who had not taken the orientation course, students who completed the full orientation program were: (1) more likely to return for a second semester (81% vs. 61%); (2) twice as likely to have seen a counselor at least once during their first year; (3) three times as likely to have discussed with counselors other available services; (4) 10 times as likely to have discussed probation or academic progress at an academic counseling session; and (5) more likely to have taken all reading, math, and English assessment tests (92.9% vs. 21.4%). The orientation program enrolled 46.5% of all first-time students, 70.3% of MC's first-time students under 22 years of age, and 65% of the students planning to go on to a bachelor's degree. The survey instrument and answers to open-ended questions are attached. (PAA)

ED 324 869 EC 232 414

Kalyanpur, Maya; Rao, Shridevi S.

The Perspectives of Low-Income, Black Mothers of Children with Disabilities on Outreach Efforts.

PUB DATE- Dec 89
NOTE- 26p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (16th, San Francisco, CA, December 7-9, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Disabilities; Elementary Secondary Education; Interviews; Low Income Groups; Mothers; *Outreach Programs; *Parent Attitudes; Parent Education; *Parent School Relationship; Parent Teacher Cooperation; *Personal Autonomy; Qualitative Research; Special Education
IDENTIFIERS- *Empowerment

Using a qualitative research approach, the researcher interviewed (over an 11-month period) four black, low-income mothers of children with disabilities concerning their perceptions of empowerment in interactions with professionals from an outreach agency attempting to increase family involvement in the special education process. In previous interactions with other professionals, three major aspects associated with unempowering relationships emerged: disrespect, a focus on deficits, and a discounting of differences in parenting styles. In contrast, the mothers perceived their interactions with the current outreach agency professional to be more empowering as efforts were made to build collaborative and supportive relationships, to understand their needs, and to respond to them. Contains 10 references. (Author/DB)

ED 324 915 FL 018 876

Lamb, Holly; Best, Diane L.

Language and Literacy: The ESL Whole Language Connection.

PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Brainstorming; Class Activities; Classroom Techniques; Dialog Journals; Efficiency; *English (Second Language); Interpersonal Communication; Language Skills; Second Language Instruction; Skill Development; *Whole Language Approach; Writing Exercises
IDENTIFIERS- *Semantic Mapping

It is proposed that through the use of whole language techniques, an English-as-a-Second-Language (ESL) teacher can incorporate holistic language situations into the ESL classroom and advance the student's acquisition of a second language. Whole language techniques such as spontaneous conversation, brainstorming with semantic maps, dialogue journals, and writing folders are described. Student work samples provide illustrations. It is concluded that by including a whole language system in the ESL classroom, a teacher can teach all four language skills (listening, speaking, reading, and writing), thereby maximizing the use of instructional time and exposing students to a large amount of language in many different forms. (MSE)

ED 325 214 PS 019 118

Newberger, Eli H.
Family Transition, Stress, and Support: Impacts on Children.
PUB DATE- Jul 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Adolescents; At Risk Persons; Birth Rate; Black Youth; Child Abuse; *Child Health; Day Care; Death; Divorce; Early Childhood Education; Employed Parents; *Family (Sociological Unit); Family Income; *Family Influence; Family Programs; Family Structure; Financial Support; Government Role; Homeless People; Mothers; Sexual Abuse; Sexuality; *Social Change; Stress Variables; Violence
IDENTIFIERS- Family Support Movement; Pediatric Social Illness; Work and Family Movement

Literature on the American family that is pertinent to pediatrics is reviewed. Family characteristics considered include fertility, family structure, divorce, maternal employment and child care arrangements, family wealth and poverty, governmental assistance, and adolescent sexuality. Other topics of discussion include problematic effects of family transitions; poor black children as constituting a population that is at special risk; effects of maternal employment; sexual abuse allegations in divorce; convergence of abuse of children and women; effects of stress on children; pediatric social illness; homelessness; violence; and violent death. Future directions for practice, particularly the family support movement and the work and family movement, are considered. A total of 15 annotated references are provided. (RH)

ED 324 931 FL 018 913

Mettler, Sally
Recognizing and Resolving ESL Problems in a Corporate Setting.
PUB DATE- 89
NOTE- 23p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *Communication Problems; *Communication Skills; *Employees; *English (Second Language); *Inplant Programs; Native Speakers; *Phonology; Second Language Instruction; Syntax

A New York-based corporation found that communication difficulties between native and non-native English speakers were limiting company efficiency and were obstructing the professional progress of nonnative speakers who were otherwise competent employees. Phonology, especially intonation patterns made continuous discourse hard to grasp, while some employees had problems with simple word functions, such as articles and prepositions, that resulted in utterances lacking requisite precision. In order to address these problems the company organized an in-house program, consisting of eight weekly 3-hour sessions, aimed at improving the non-native English speakers' communication skills and educating them about English phonetics. Each session focused on specific phonological elements, such as diagnostics, stress and unstress, proper use of consonants, and stigmatized forms in oral and written English. After completion of the program, participants indicated that they had benefited significantly from the sessions and had developed a clearer understanding of English as a system of sounds and word order, and had an increased awareness of the contrasts between the way they used English and the expectations of native speakers. (JL)

ED 324 946 FL 018 928

Westerfield, Kay
A Videocase Approach to ESP/Business.
PUB DATE- 89
NOTE- 13p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Language; *Business Administration Education; *Business Communication; *Case Studies; Classroom Techniques; *English for Special Purposes; Higher Education; Idioms; Nonverbal Communication; Second Language Instruction; *Videotape Recordings; Vocabulary Development

The case study, where students analyze actual business situations and discuss complex business issues in a relatively risk-free environment, is a particularly good method for teaching business English. Graduate business programs use both written and video case studies in the classroom. Videocases bring the case study alive on film and may be especially useful for a course in business English. Videocases present a close-up look at a successful or unsuccessful company. Students can be asked to consider what aspects of the corporate strategy have contributed to success or failure, make recommendations for future action, and role-play based on the case study. Supplementary materials can be used to facilitate comprehension by developing background schemata. The instructor must decide how much supplementary English language training is appropriate to the group's proficiency level. Materials to accompany a videocase about the marketing of a new clothing line are appended, and a list of useful videocases is supplied. (MSE)

ED 325 116 IR 053 152

Lindsay, John
Training in Information Systems Design for Urban and Regional Planners in Developing Countries. A Concept Paper Prepared for the UNCRD.
PUB DATE- 85
NOTE- 39p.; Paper prepared for the United Nations Center for Regional Development. For related reports, see ED 277 370, ED 293 542, and ED 293 548.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Science Education; *Computer System Design; Database Management Systems; *Developing Nations; Foreign Countries; *Information Systems; Management Information Systems; *Regional Planning; Systems Analysis; Technological Advancement; Telecommunications; *Urban Planning; Users (Information)

Information systems design is at a crossroads of changes in technology (microcomputing, software engineering, and telecommunications) and the administration of social systems, of which urban and regional planning are a part. Training in information systems design will be beneficial to four distinct groups of people: clerical and technical staff; new information professionals; middle- and senior-level planners; and policy makers. The training process must take an integrated approach to systems design, rather than attempting to formulate technical solutions to technical problems. Planning authorities need to develop local information plans which would include mapping the current information infrastructure and constructing a development program. Training of clerical/technical and young professionals can be best accomplished within the country. Senior-level training should occur out of the country, through a combination of short courses, conferences, and seminars, or by one year of Masters of Science level courses. Policy planners will benefit from sensitizing, rather than training; it is probably best achieved through short seminars. Experiences in other areas of administration where the same issues are being confronted should be utilized, and the formation of documentation centers in regional centers of excellence would help to offset the slender range of teaching materials available. There remains a dilemma, however: those who are best equipped to see the need for an information plan and the value of training in systems design may not be in a position to influence policy decisions. Further, the process of designing an information system is likely to uncover institutional antagonisms. (56 references) (SD)

ED 325 199 PS 018 752

Hannon, Peter; Weinberger, Jo
Parent Involvement in Preschool Literacy Development.
PUB DATE- May 90
NOTE- 16p.; Paper presented at the Annual Convention of the International Reading Association (Atlanta, GA, May 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Disadvantaged Youth; Early Intervention; *Educational Practices; Foreign Countries; Higher Education; *Literacy; *Parent Participation; Parent Student Relationship; *Preschool Children; Preschool Education
IDENTIFIERS- *Emergent Literacy; University of Sheffield (England)

The context and preliminary results of an ongoing research project involving parents in the University of Sheffield's (English) Early Literacy Development Project are described. The project developed programs involving at-home work with parents and in-school work for families with preschool children. Initial discussion identified four lines of research leading to the project; these include research on parental involvement in the teaching of reading, school attainment in literacy, preschool intervention for disadvantaged children, and emergent literacy. The discussion in this paper covers: (1) ideas basic to the approach of working with parents of preschool children to encourage the emergence of literacy; (2) programs of the Sheffield project; (3) ways of working with parents that maintain the flexibility required by a child-centered orientation and the structure required for coherent work and research; and (4) emerging findings. (RH)

ED 325 229 PS 019 167

Wolfle, Jane A.

We Can Make a Difference: Teachers in Control.

PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); *Cooperation; Decision Making; *Educational Change; Educational Improvement; Elementary Secondary Education; Teacher Influence; *Teacher Participation; *Teacher Responsibility; *Teacher Role
IDENTIFIERS- Program Monitoring

Cooperation has been repeatedly shown to be one of the best ways to find the most effective methods of helping students learn and develop. Yet only recently have teachers begun to believe that they can best prepare youth for the future by working together. Teachers are powerful role models; what they model in the classroom, students will learn. Closely related to the issue of cooperation and collegiality is the issue of control and monitoring of the implementation of the educational system. Teachers must have direct involvement in decisions affecting the profession if they are to be seen as the important link they are in student education. The first step toward finding solutions to the lack of colleagueship among teachers is for colleagues to talk to each other. Positive changes in the field of education involve all stakeholders in the educational process. Being aware of what is being tried around the country is a good way to get ideas to apply to one's own situation. It is the responsibility of every teacher and administrator to begin the process. They should read and communicate about educational innovations. Teachers must take the responsibility for working cooperatively if they are to include everyone concerned with learning in the total process. (RH)

ED 325 244 PS 019 207

Lockheed, Marlaine E.; And Others
World Bank, Washington, D. C.
Primary Education: A World Bank Policy Paper.
PUB DATE- 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- *Developing Nations; Educational Administration; Educational Development; *Educational Improvement; Educational Quality; *Equal Education; *Financial Support; International Organizations; *Primary Education; *Public Policy; Teacher Education
IDENTIFIERS- International Aid; *World Bank

This report presents policy options for improving the effectiveness of schools in developing nations. Taking into account various conditions and experiences of third world countries, the text focuses on problems common to most developing countries and presents an array of low-cost policy alternatives that have proved useful in a variety of settings. The material is organized into six sections. The first describes the importance of primary education for national development and the failure of education systems to meet their objectives. The second section discusses three areas for improvement: the learning environment, the preparation and motivation of teachers, and educational management. The third section addresses the need to increase equitable access to schooling, and the fourth covers strategies for strengthening the financial base for primary education. The fifth section discusses international assistance to education, providing a profile of education aid and a discussion of priorities for donor support. The sixth section presents implications for World Bank action. A summary of policy recommendations concludes the report, focusing on improving the effectiveness of schools, increasing equitable access, and finding the resources necessary to support those objectives. Citations number 48. (RH)

ED 324 842 EC 232 187

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
Telecommunication Networks. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 5p.; For related documents, see EC 232 188-195.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Uses in Education; *Disabilities; Electronic Mail; Elementary Secondary Education; *Networks; *Telecommunications

One of nine brief guides for special educators on using computer technology, this guide focuses on utilizing the telecommunications capabilities of computers. Network capabilities including electronic mail, bulletin boards, and access to distant databases are briefly explained. Networks useful to the educator, general commercial systems, and local bulletin boards are discussed in terms of their capabilities and costs, and specialized systems, such as SpecialNet, are also described. Specific ways in which telecommunications can be of use to the disabled individual are noted; among these are decreased isolation, business transaction services, and computer compensation for physical or sensory disabilities. Specific applications for special education students include communication and joint curriculum projects with distant classes, increased opportunities for written communication, and cross-age tutoring. Name, address, and descriptive information is provided for six networks for educators, six networks for children, and seven projects which integrate computer telecommunications with school programs. Eight readings are recommended. (DB)

ED 324 916 FL 018 887

Reid, Sharon
Vancouver School Board (British Columbia).
The 1988 Survey of Pupils for Whom English is a Second Language in Vancouver Schools. Research Report 88-07.
PUB DATE- 10 Jun 88
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Chinese; Educational Assessment; *Educational Needs; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Immigrants; Language Enrollment; *Language Proficiency; Language Skills; Spanish; *Student Characteristics; *Student Placement; Surveys; Uncommonly Taught Languages; Urban Areas; Vietnamese
IDENTIFIERS- National Origin; Vancouver Board of School Trustees BC

A survey of teachers in all elementary and secondary schools in Vancouver (British Columbia) identified students for whom English was the second language and gathered information on the students' grade level, birthplace, first language, ability to understand spoken and written English, ability to speak and write in English, need for language assistance, and language assistance received. Frequencies and percentages were tabulated. A total of 23,732 English-as-a-Second-Language (ESL) students were designated, representing 46.9% of the district's total enrollment. About one-third spoke Cantonese as their native language, and Chinese, East Indian, and Vietnamese accounted for over two-thirds of all native languages. Vietnamese and Spanish-speaking ESL students have risen 68.5% and 94.3%, respectively, since 1982. About 7% of elementary and 2% of secondary students do not understand English. About half of the elementary ESL students are behind their peers in English language facility. Approximately one-third of secondary ESL students are behind their peers in understanding and speaking English, and two-fifths lag in reading and one-half in writing ability. The percentage of students needing language assistance has risen noticeably since 1982. (MSE)

ED 325 009 HE 023 926

Goddard, Corday T.
A Systematic Approach to the Integration of Black College Students.
PUB DATE- 22 Aug 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Black Influences; *Black Students; College Desegregation; College Students; *Equal Education; Higher Education; Integration Studies; Paying for College; *Racial Bias; Racial Differences; *Racial Factors; Racial Integration; Student Characteristics; Student Personnel Services; Student Recruitment; Student School Relationship; Student Welfare

The issue of black college students and the impact of racism and their ethnic background on their academic success is explored. The black college student is seen as possessing a unique contextual self, borne of a heritage that values, to a very high degree, the family and other people that significantly impact the lives of those with whom they interact and relate. Because black students often come from a less than desirable social, financial, and developmental background, the college environment in which they find themselves is perceived as unfriendly, unwelcome, or dangerous. It is suggested that the black student requires a great deal of "catching up" attention that augments the traditional student services. Actions that can help in nullifying these adverse circumstances include: (1) providing more follow-up of the recruiting efforts of potential black students, including financial aid counseling; (2) providing developmental academic instruction; (3) skill-building orientation activities; (4) hiring more black faculty and requiring them to serve in a variety of roles; and (5) cataloging and collecting black student resources and actively encouraging programs and events which celebrate the ethnic heritage of the black college student. Contains 12 references. (GLR)

ED 325 041 HE 023 959

Tan, David L.
Is There a Better Way To Measure Quality of Programs?
PUB DATE- 11 Sep 90
NOTE- 19p.; Paper presented at the Annual Conference of the European Association for Institutional Research (12th, Lyon, France, September 11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Departments; *Educational Assessment; *Educational Quality; *Evaluation Methods; Faculty; Higher Education; Input Output Analysis; Institutional Research; *Multivariate Analysis; *Program Effectiveness; *Reputation; School Effectiveness; Student Characteristics

The study sought to identify clusters of variables potentially linked to departmental excellence in institutions of higher education, and to determine whether these clusters and combinations thereof could be used to generate rankings of programs which would be consistent with those based on reputation. It studied the interrelationship of variables, within clusters and across clusters. A total of 12 variables, were used: number of faculty, number of graduates produced by the program, number of graduate students, student academic ability, median number of years taken by students to complete their doctorates, placement success rate among graduates in gaining professional employment outside academia, placement success rate among graduates in gaining academic/research positions in doctorate granting universities, library resources, faculty grantsmanship, department research and development spending, program publications, and percentage of faculty members with published articles in a given time period. Principal factor analysis identified three clusters of highly correlated variables, accounting for 67% of the variance. The clusters were labeled faculty research, input cluster, and student cluster. Composite indicators, made up of various combinations of the clusters, were much better than clusters alone at producing ranking etimates similar to those based on reputation. (59 references). (JDD)

ED 325 088 IR 014 674

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
Staff Development Resources, 1990-91.
PUB DATE- 90
NOTE- 143p.; For the 1989-90 edition, see ED 313 020.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Non-Print Media (100)
DESCRIPTORS- Administrators; Audiotape Recordings; Catalogs; *Educational Television; Elementary Secondary Education; *Faculty Development; Inservice Education; Orientation Materials; *Programing (Broadcast); *Resource Materials; *Staff Development
IDENTIFIERS- Program for Effective Teaching SC; *South Carolina Educational Television

This staff development resource guide provides listings of instructional television and radio broadcasts related to major areas of the Total Teaching Act in South Carolina's Program for Effective Teaching (PET). Television program topics include: administration; adult education; the arts; career education; certificate-renewal credit courses; college-credit courses; computer education/new technology; conferences; custodial training; early childhood education; education of the handicapped; food services; guidance; health, physical education, and safety; human relations; instructional television (ITV) and audio utilization; language arts; library/media center; mathematics education; music education; parent education; science; series utilization; social studies; teacher certification; teaching techniques; television production techniques; testing programs; vocational education; and youth at risk. Radio program topics include administration; adult education; the arts; classroom management; discipline; early childhood education; education of the handicapped; environmental education; gifted and talented; health; human relations (self-concept); library/media center; parent education; social studies; teaching techniques; and youth at risk. A broadcast schedule is provided together with information on the running time for each program and a brief description of its content. The guide also includes information on district-operated distribution centers; ITFS (instructional television fixed service) school and school-related facilities; the ITFS network; the duties of the Instructional Technology Building Coordinator; and the statewide Instructional Technology Advisory System. A form for requesting additional copies of the resource guide is also included. (DB)

ED 325 130 IR 053 326

Clements, D. W. G.; And Others
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Review of Training Needs in Preservation and Conservation.
PUB DATE- Oct 89
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; Foreign Countries; Global Approach; Higher Education; *Library Education; Library Facilities; *Library Materials; Library Personnel; Library Surveys; Methods Research; Policy Formation; *Preservation; *Training Methods; User Needs (Information)
IDENTIFIERS- Records and Archives Management Programme

This report is the result of an initial review of training needs which was carried out within training institutions, libraries, and archives to collect representative information on those needs in terms of current practices in library and archive education programs, as well as in institutions employing librarians, archivists, and conservators. Two questionnaires were issued to selected institutions to: (1) find out whether preservation and conservation are mentioned in courses offered; and (2) collect data on the total numbers of staff, preservation facilities and equipment, policies and practices, and training needs as assessed by these institutions. Survey questionnaires were sent to 135 institutions world-wide (excluding the United Kingdom and North America); 52 questionnaires were returned from 42 countries, representing a 39% rate of return. This report presents the results of the surveys of both training institutions and libraries and archives. For training institutions, the discussion focuses on courses and modules, including core and optional modules; the topics covered; practical work; and the teaching staff. For libraries and archives, discussion focuses on facilities, threats to the collections, conservation units, binderies, and reprographic units, as well as policies, practices, problems, and issues related to staff training, and ways in which these institutions envisage training. Copies of the two questionnaires are appended. (SD)

ED 325 145 JC 900 495

Guy, Jerry T.
Statewide Community College Employee Benefit Consortium.
PUB DATE- 11 Sep 89
NOTE- 25p.; Paper presented to a meeting of presidents from the Texas Public Community and Junior College Association (Austin, TX, September 11, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; *Community Colleges; *Consortia; Cooperative Planning; *Educational Finance; Financial Problems; Fringe Benefits; Group Membership; *Health Care Costs; *Health Insurance; Health Services; *Intercollegiate Cooperation; School District Spending; State Aid; Two Year Colleges

Health insurance benefit programs in Texas community college districts fall into three groups. Comprising 25% of the districts,
districts fall into three groups. Comprising 25% of the districts,
the "help me now" group has experienced heavy group health insurance benefit utilization over the past few years and is unable to purchase required coverage at rates even close to state funding. The second group, the "we're okay for now" group, comprises about 50% of community college districts and purchases coverage at or near the state funding level. The final group, the "what's the problem" group, comprises about 25% of community college districts and purchases group health insurance at a price well below the state funding level. This final group may be unprepared for the runaway health insurance premiums which have already struck the other districts. There is evidence that group health insurance premiums will double every 3 years. The components of this increase in health care costs are medical inflation, cost shifting, increased utilization, catastrophic cases, technological advances, and malpractice. Factors more specific to community colleges include minimum benefit standards, adverse risk selection, an aging population, and health maintenance organizations draining the healthier risk population pool. The formation of a statewide consortium of community college districts managed by a common benefit consulting firm to provide employee health benefits would result in: lower administrative costs; lower pooling charges; rate stability; reduced staff costs; increased carrier interest; political influence; and greater autonomy and self-determination. Presentation overheads, and guidelines for implementing a consortia are included. (JMC)

ED 325 159 JC 900 555

Toback, Norman P., Ed.
Kingsborough Community Coll., Brooklyn, N.Y.
Ideas Together. Volume II, Number 1, Spring 1990.
PUB DATE- 90
NOTE- 40p.; A Publication of the Center for Initiatives to Develop Enrollment Advancement Strategies.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Academic Persistence; Bilingual Education; *Bilingualism; Community Colleges; Cultural Pluralism; *Dropout Prevention; English (Second Language); Enrollment Influences; *High Risk Students; Program Descriptions; *School Holding Power; *Student Development; Two Year Colleges
IDENTIFIERS- City University of New York

Designed as a channel for communication among City University of New York faculty regarding initiatives to reduce attrition and promote student success, this publication contains articles on various aspects of student development and bilingualism. The volume contains: (1) "The Process Is the Purpose," an introduction by Anthony F. Russo, which comments on the importance of plurality and equity in the college environment; (2) "Teaching Human Development: The Interrelationship of Learning and Healing," by W. David Cheng, which describes the successful use of an approach in which students share and interpret their own life experiences in the course "The Psychology of the Life Experience"; (3) "A Self-Development and Career Orientation Course for Bilingual Students," by Jennie T. Roman; (4) "Supporting the Community College," by Leon M. Goldstein, which offers a commentary in support of the community colleges in New York City; (5) "Improving Student Self-Concept: The Video Interview Process," by Fredric L. Mayerson and Edward G. Martin, which describes Kingsborough Community College's use of videotaping to help students prepare for initial job interviews; (6) "The Ultimate: Two Way Bilingualism," by Richard Graf, which assesses the status of various programs for limited English proficient students in states that have adopted English as their official language; (7) "Overcoming Cyberphobia: Reducing Negative Attitudes towards Technology," by Renato R. Bellu and Edward G. Martin; and (8) "Facing the Educational Challenges of the 90's," by Robert L. Hess. (GFW)

ED 325 186 JC 900 589

Nichols, Donald D.
The Delirious Decade, 1965-1975: A Social History of a Community College.
PUB DATE- 90
NOTE- 273p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Activism; Black Power; *College Administration; *Community Colleges; *Educational History; *Faculty College Relationship; Local History; Political Attitudes; Political Issues; Social Action; *Social History; Student Attitudes; Student Characteristics; *Student College Relationship; Teacher Strikes; Two Year Colleges
IDENTIFIERS- *Oakland Community College MI

This history depicts Oakland Community College (OCC) in Michigan as a microcosm of the dramatic events of the late 1960's and early 1970's. Four primary sources were used: the personal experiences of the author who worked at the college during this time; extensive interviews with staff, faculty, administrators, and students; newspaper accounts; and a survey of all staff who worked at OCC during the decade between 1965 and 1975. The history focuses not only on OCC as an educational institution reflecting national trends, but also on several features unique to OCC as a two-year institution, including OCC's curriculum and mission dedicated to innovative educational practices; intense student rebellion including anti-war demonstrations and drug experimentation; and faculty strikes. Following a preface profiling the college at its inception, the following 12 chapters are presented: (1) The Birth of a Community College; (2) The 60's and 70's: A Condensed View; (3) Two Presidents and Two Dreams; (4) Joe Hill's Dream for the College; (5) Community College Students: A Not-So-Different Breed; (6) Money, Black Demands, and White Bombs; (7) Black Power Comes to the Suburbs; (8) White Bombs Meant for General Motors; (9) Student Newspapers and Freedom of the Press; (10) Professors Who Gladly Teach; (11) Case Study: From Professor to Federal District Court; and (12) Faculty Power and the Anatomy of a Strike. In addition, profiles are presented of the new college, the new counselor, the new dean, and seven days in the life of the dean. Illustrations, a 34-item bibliography, and an index are included. (JMC)

ED 324 856 EC 232 401

Knutson, Laurie
Kansas Univ., Lawrence. School of Social Welfare.

Together to Self Sufficiency: An Independent Living Lifebook. Employment.

PUB DATE- 86
NOTE- 98p.; For the lifebook on health, see EC 232 402.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adolescents; Basic Skills; *Career Planning; Education Work Relationship; Employee Responsibility; *Foster Children; Foster Family; Independent Living; *Job Search Methods; *Job Skills; Prevocational Education; Secondary Education; *Skill Development; Social Development; *Student Evaluation

The workbook is designed to help foster parents and youth in substitute care to work together to assess, develop, and practice employment skills, and to maintain a record of demonstrated skills that will accompany the youth throughout his or her stay in foster care. The workbook begins with a comprehensive skills assessment, and each skill is keyed to a set of possible exercises. Four competency areas in the employment domain are included: pre-employment, work maturity, basic education, and job specific proficiency. In the area of pre-employment, exercises focus on career decision-making and job search skills, such as identifying necessary training for particular vocational areas, completing job applications, and answering interviewers' questions. Work maturity exercises address the skill areas of demonstrating good attendance and punctuality at work, notifying supervisors if tardiness or absence is anticipated, obtaining transportation to and from the work site, completing assigned tasks, following directions, asking questions, following the dress code, and handling frustration and stress. Basic education skills include reading and comprehending written material, writing English, and solving mathematics problems at the eighth grade level. Job-specific proficiency skills focus on knowledge of work-related terminology and operation of tools and equipment. Includes five references. (JDD)

O'Reilly, Robert R.
American and Canadian Case Law on the Integration of Exceptional Pupils into Regular Classrooms.
PUB DATE- 31 Jul 90
NOTE- 21p.; Paper presented at the International Special Education Congress (Cardiff, Wales, July 31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constitutional Law; *Court Litigation; *Disabilities; Elementary Secondary Education; Federal Legislation; Foreign Countries; *Mainstreaming; State Legislation; *Student Rights
IDENTIFIERS- *Canada

The report examines case law in both Canada and the United States with respect to the integration of exceptional pupils into regular classrooms, with particular emphasis given to three concepts: mainstreaming, least restrictive environment, and maximum benefit. Analysis of American and Canadian jurisprudence finds that all exceptional children appear to have a right to an education, but it is a right bestowed on them by specific legislation and is not recognized as a constitutional or inalienable right. Adequate educational progress is the major criterion for United States court decisions; however mainstreaming is such a desired goal that in some cases marginal improvements in educational progress can be sacrificed. Canadian courts have tended to allow school boards to make educational decisions, provided they follow provincial government procedures and no harm is done thereby to the child. In Canada's case, courts tend not to interfere in the decision making of agencies acting in accordance with clear legislation and within their sphere of expertise. In Canada also, no one is entitled to the "best possible service" or "maximum benefit"; a service which ensures some educational progress appears to be sufficient. Further, it should be noted that predictions for the unfolding of case law in this domain can be perilous as all Canadian court decisions are very context- and issue-specific. Includes 33 general references, 10 Canadian legal references, and 12 American legal references. (JDD)

ED 324 900 EC 232 634

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.
Youth Categorized as Orthopedically Impaired, Statistical Almanac, Volume 8. The National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 287p.; For related documents, see EC 232 627-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; *Physical Disabilities; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 764 students with orthopedic impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 963 FL 018 950

Lebeaupin, Thierry

Science as a Foreign Language: Which Language Teaching Methodology for Scientists?

PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Discourse Analysis; Foreign Countries; *Languages for Special Purposes; *Science Instruction; Second Language Instruction; Teaching Methods; Technical Writing; *Vocabulary Development

A discussion of the teaching of scientific discourse to non-native speakers focuses on two areas: (1) characteristics commonly attributed to scientific language and their implications; and (2) the difficulties experienced at the language-teaching level in teaching theoretical discourse. It is commonly assumed that scientific discourse is monosememic (each term covers one concept), impersonal, and objectivized. Several types of scientific discourse are distinguished, including: that used for research and among specialists; that used for information dissemination to a wider audience; and pedagogical language for popularized science. All discourse types are seen as forms of theoretical discourse. Students of scientific discourse are faced with the same problems as students of general language: constructing a logical, rigorous, and coherent argument adapted to a specific audience. However, some skills in planning discourse needed for the sciences are not taught in general language courses. Foreign language courses for scientists also tend to accord too much priority to written language. Spoken scientific dialogue is very different from the written variety and requires more than manipulating instrumental vocabulary. It requires the elaboration of concepts and skills in listening, attending, and adapting. (MSE)

ED 324 979 FL 800 039

Rowbottom, Nancy
Adult Literacy and Basic Skills Unit, London (England).
Initial Interview and Assessment in ESOL. No. 34, Summer 1989.
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Ability; *English (Second Language); Foreign Countries; Grouping (Instructional Purposes); Guidelines; *Interviews; Language Proficiency; Literacy; Oral Language; Student Evaluation; *Student Placement
IDENTIFIERS- England (London); Neighborhood English Scheme (England)

Guidelines employed by the Neighborhood English Scheme (Brent) in London, England, to insure that student placement interviews are purposeful and effective are outlined. Ideally, a successful interview results in the student being placed in an English-as-a-Second-Language class that is at a convenient time and location, at an appropriate level, and of a style of instruction that is suited to the student's learning needs. The aims of such interviews are listed in this publication as are pre-interview preparation procedures. Guidance on asking questions and conducting the interview is also provided. The process of assessment is discussed at length with specific recommendations for the assessment of oral skills, and reading and writing skills. Skill levels for each of these areas are described. Finally, the publication lists guidelines for ending the interview. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 324 994 HE 023 583

Commonwealth Fund, New York, N.Y.

Contributing to the Community: The Economic Significance of Academic Health Centers and Their Role in Neighborhood Development. Report IV. Report of the Task Force on Academic Health Centers.

PUB DATE- 87
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Agency Cooperation; Case Studies; Community Development; *Community Programs; Economic Development; *Economic Impact; Futures (of Society); Higher Education; Institutional Cooperation; *Medical Schools; *Neighborhood Improvement; School Community Relationship; School Role; *Teaching Hospitals; Urban Improvement
IDENTIFIERS- *Academic Health Centers

This report is a selective analysis and assessment of quantitative data and field studies that reflect the economic role of the Academic Health Center (AHC) in the urban economy and in neighborhood revitalization. It describes the effect of a variety of cooperative efforts between local community organizations and AHCs, which usually include a medical school and a teaching hospital. The first part of the report describes revenue-creating activities of the Academic Health Center as a purchaser of durable and nondurable goods from a large number of industries, including construction, pharmaceuticals, and hospital supplies, and from local producers of commodities and services such as utilities, laundry, and food. This macroeconomic analysis is derived from a sample of AHCs in nine metropolitan centers (Baltimore, Boston, Chicago, Denver, Houston, Los Angeles, New York, Philadelphia, and St. Louis). The second part examines the role of eight urban AHCs in collaborative neighborhood development efforts, primarily initiated in the 1960s and located in Boston, New York, Baltimore, Pittsburgh, Indianapolis, St. Louis, Los Angeles, and Irvine (California). A concluding section examines the likely directions of such cooperative efforts in the decades ahead. Seven tables display supporting data, and an appendix discusses the concept of "export income" in the context of the urban economy. (JDD)

ED 325 026 HE 023 943

Barber, Elinor G; And Others
Institute of International Education, New York, N.Y.
Choosing Futures: U.S. and Foreign Student Views of Graduate Engineering Education. IIE Research Report Number Twenty-one.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Career Choice; Career Planning; *College Seniors; Comparative Analysis; *Decision Making; *Engineering Education; Foreign Students; *Graduate Students; *Graduate Study; Higher Education; Influences; Minority Groups; Questionnaires; *Student Attitudes; Student Motivation; Student Reaction

The factors that come into play in the decisions of engineering seniors and undergraduate students to continue or not to continue to graduate study are presented based on data from a survey, conducted in the spring of 1988, of 22,836 full-time seniors and graduate students in U.S. engineering programs (of this total, 4,880 returned usable responses). The questionnaire's findings are broken down between the major headings of engineering seniors' responses and graduate students' responses. The report presents data on the influences on students deciding to attend engineering graduate programs for the following areas: (1) U.S. male versus female students (graduate and senior); (2) various U.S. racial/ethnic groups (Blacks, Hispanics, American Indian, Whites, and Asian-Americans); (3) foreign versus U.S. students, (4) masters degree versus doctoral degree graduate students; (5) U.S. seniors who plan to attend graduate school immediately versus those who plan to wait; and (6) graduate students who are academic-bound versus those going into other engineering disciplines. In addition, questionnaire responses cover the seniors' post-baccalaureate plans, their undergraduate education, their images of engineering their career aspirations, and whether the type of institution has any bearing on their decisions to attend engineering graduate school. Contains seven references. (GLR)

ED 325 056 HE 023 976

Sedlak Valerie, F.
When K Through 12 Is Not Enough: Preparing At-Risk Highschoolers for College.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the College English Association (Buffalo, NY, April, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *College Preparation; *College School Cooperation; Higher Education; *High Risk Students; *High School Freshmen; High Schools; High School Students; *Individual Development; Learning Strategies; School Business Relationship; Skill Development; Training Objectives
IDENTIFIERS- Maryland

A college-high school-business partnership was developed in Maryland between Morgan State University (an historically black institution), Lake Clifton/Eastern high school (a predominantly black high school), and local businessmen representing the Educational Opportunity Program (EOP) in an effort to begin preparing high school ninth graders for college. Summer sessions each year brought a core of students to Morgan State for classes in areas such as English, math, and computer science. Students learned what living in a dorm was like, had the benefit of career development counseling, and attended field trips across Maryland to participate in activities they would otherwise never consider. Additionally, tutorial sessions were conducted by Morgan State to provide the students with all the information that might be needed or expected for college admission. Another strategy, put in place in the fall of senior year, was having a young professor from Morgan State come to the high school to teach a freshman orientation course that included among other topics, techniques in note taking, what plagiarism means, and how to apply for financial aid. Parent workshops and faculty in-service classes were also developed to support the program. Communication and social skills were taught through attorneys from a local firm. It is concluded that the most important aspect of the college-school-business partnership is showing students that there are people who will stand behind them in achieving their dreams through higher education. (GLR)

ED 325 072 IR 014 656

Stone, Harvey R.
A Multi-Institutional Evaluation of Video-Based Distance Engineering Education.
SPONS. AGENCY- American Society for Engineering Education, Washington, DC. Center for Professional Development.
PUB DATE- 90
NOTE- 7p.; Paper presented at the Frontiers in Education Conference (Vienna, Austria, July 2-4, 1990). For a related paper, see IR 014 655.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Comparative Analysis; *Distance Education; *Engineering Education; Graduate Students; Higher Education; Instructional Design; *Interactive Video; *Intermode Differences; *Learner Controlled Instruction; School Surveys; *Videotape Recordings

A survey of 50 academic institutions was designed to seek evidence of variation in student performance based on age, gender, graduate major, and instructional modality--i.e., traditional on-campus instruction, non-interactive videotape delivery, and interactive delivery systems complemented with real-time audio feedback. Responses were received from 8 of the institutions to whom requests for data were sent, resulting in a sample size of 8,431 graduate students. The sample was broken down into categories of on-campus degree-seeking students; on-campus non-degree students; off-campus degree-seeking students enrolled in courses delivered in a non-interactive (videotape) mode; off-campus non-degree students enrolled in non-interactive (videotape) courses; off-campus degree-seeking students enrolled in courses offered interactively; and off-campus non-degree students enrolled in interactively delivered courses. Data analyses show that: (1) these categories do affect student performance as it is measured by grades; (2) there are significant variations found among male students according to instructional category; (3) student age affects performance although gender does not; (4) as long as levels of student/faculty interaction are at a level sufficient to support quality instruction, non-interactive delivery formats are both useful and effective in balancing competing work and school demands; and (5) distance education students perform better when they control not only where but when learning occurs. (DB)

ED 325 173 JC 900 574

Alfano, Kathleen
Moorpark Coll., Calif.
The Moorpark College Fact Book, Fall 1990.
PUB DATE- 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *College Faculty; College Transfer Students; Community Colleges; Enrollment; Enrollment Projections; *Enrollment Trends; High School Students; *Institutional Characteristics; Minority Groups; *Population Trends; School Demography; School Statistics; *Student Characteristics; Student Educational Objectives; Student Placement; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education

Compiled to provide Moorpark College (MC) faculty, administrators, and staff with accurate, up-to-date information on MC students and faculty and the community which MC serves, this fact book contains data tables and graphs showing demographic and academic characteristics of students, faculty characteristics, public school enrollment data, and community ethnicity. Part I presents student data, including: (1) a student profile by educational goal, major, number of units completed, age, ethnicity, and residence; (2) student placement test results in math, reading, and English; (3) distribution of first-time students from local high schools; (4) a profile of high school students attending the MC Senior Day program; (5) data on student transfers to the University of California, California State University, and independent colleges; (6) enrollment trends between fall 1976 and fall 1990, by day/evening and part-/full-time status; and (7) statistical results by program from a classroom survey of students in 21 vocational programs. Part II contains faculty data, including information on the age, ethnicity, department, and gender of full-time faculty; and on the department and gender of part-time faculty. Part III examines community data, including statistics on public school enrollments for 1981-82 and 1989-90; 7th through 9th grade and 10th through 12th grade enrollment for 1978 to 1988; and high school senior enrollment figures for 1980, 1984, and 1988. In addition, population figures, including an ethnic breakdown, are projected for 1970 to 1994. (JMC)

ED 325 215 PS 019 137

Jambor, Tom
Playground Needs of Children, and Safety: An Issue in Conflict.
PUB DATE- 7 Jun 90
NOTE- 9p.; Paper presented at the International Association for the Child's Right to Play (IPA) World Conference (11th, Tokyo, Japan, June 7, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Needs; *Equipment Standards; Facility Guidelines; Individual Development; *Injuries; *Playground Activities; *Playgrounds; *Prevention; *Risk
IDENTIFIERS- *Developmentally Appropriate Programs

Those who design and develop playgrounds are caught between the desire to provide developmentally appropriate, challenging opportunities for play and the desire to restrict play challenges in order to reduce danger to children or the likelihood of being held liable for injuries. While there can be no argument against accident and injury prevention, an argument can be made about the extent to which recommended playground standards should be allowed to restrict children's developmental play. Safety standards are producing playgrounds that are colorful and cute rather than challenging and complementary to children's development. Construction of safe playgrounds involves consideration of a few important developmental facts. First, children are natural explorers of their limitations, seeking higher levels of challenge that will enhance their repertoire of skills and competencies. Second, what is safe and unsafe to an adult is often a matter of personal perception, judgment, and past experience. Third, children with high and low self-efficacy differ in their perception of what they can do with the skills they possess. A challenge and a hazard differ in that a hazard is something that is hidden, or at least not perceived by the child, while a challenge is something the child may see as dangerous. Playgrounds must provide numerous entry levels with ascending increments of challenge. (RH)

ED 324 886 EC 232 481

Parette, Howard P., Jr.; VanBiervliet, Alan
Arkansas Univ., Little Rock.

Assistive Technology Curriculum for Arkansans with Disabilities. Partnerships in Planning for State Technology Service Delivery. Project TAARK.

SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 90
NOTE- 115p.; For related documents, see EC 232 479-483.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Child Advocacy; *Consumer Education; Delivery Systems; *Disabilities; Financial Support; Media Selection; Parent Role; *Technology
IDENTIFIERS- *Arkansas

The instructor's manual is part of a curriculum intended to help provide Arkansas persons with disabilities or their supporters with basic information on accessing and using assistive technology. The material is divided into three goal areas. The section on Goal 1, the development of technology advocacy concepts, covers basic definitions of assistive technology and services terminology, consumers, advocacy, advocacy groups in Arkansas, steps in the advocacy process, and how a consumer should respond when told assistive technology cannot be provided. The next section, on Goal 2, the development of service delivery concepts, reviews Arkansas providers of technology services, the evaluation process, and factors in selecting appropriate technology. Goal 3 is the development of technology funding concepts. Discussion centers on funding sources, funding terminology, and guidelines for assembling supportive documents. Each section includes suggested small group activities to provide simulated experience in applying the concepts. Nine transparencies provide additional information on selecting appropriate technology, steps in the advocacy process, rights of parents and their children, and parent communication skills. Among 16 handouts are a list of advocacy contacts, sample case studies, and sample letters justifying the need for a device. A resource guide lists technology centers, funding resources, readings (14), product availability resources, computerized databases, and videotapes. (DB)

ED 324 932 FL 018 914

Paulsell, Patricia R.

A HyperCard Program for Business German.

PUB DATE- 89
NOTE- 29p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Computer Assisted Instruction; *Computer Software; Foreign Countries; *German; Higher Education; *Second Language Instruction; Second Language Learning
IDENTIFIERS- Apple Macintosh; Germany; *HyperCard

Although the use of computer-assisted language instruction software has been mainly limited to grammatical/syntactical drills, the increasing number of language professionals with programming skills is leading to the development of more sophisticated language education programs. This report describes the generation of such a program using the Apple Macintosh and its new program authoring tools, HyperCard and HyperTalk. The Business German HyperCard Program is designed for use in a third-year college business German class and presupposes that students have a basic knowledge of German grammar and syntax, as well as a rudimentary vocabulary. The program consists of seven HyperCard "Stacks," (three of which function as the thematic core, and four of which are ancillary) and combines graphics and textual elements. The program is interactive and flexible, providing user-driven instruction on Germany's business environment and language. It is intended that future versions of the program will include an auditory component, adding sound/voiced language to the graphic and textual presentation. (JL)

ED 324 947 FL 018 929

Schons, Paul A.; Fink, Herman

Business Language on Two Continents.

PUB DATE- 89

NOTE- 17p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Administration Education; Business Communication; College Second Language Programs; Comparative Education; *Economics; Foreign Countries; Higher Education; Interdisciplinary Approach; *International Trade; *Languages for Special Purposes; Masters Programs; Program Descriptions; Second Language Instruction; *Study Abroad

IDENTIFIERS- *College of Saint Thomas MN; *University of Paderborn (West Germany)

At the College of St. Thomas (Minnesota), both an undergraduate and graduate business program requiring advanced language study and study abroad were developed. Administrative support for the program, support for faculty specializing in business language, and careful planning have helped to avoid anticipated problems. Language department harmony has been maintained, but some conflict has occurred between language and business faculty. The greatest current problem is identifying fully qualified new faculty. Recently, the college has begun projects in cooperation with West Germany's University of Paderborn, which has similar programs in both economics and business administration in which English language study is required. Academic achievement in the program and participation in study abroad programs have been highly satisfactory. Problems encountered in the German program include large classes, difficulty recruiting qualified personnel, and lack of instructional materials. Two studies of the use of English for special purposes and English for economics in major German enterprises clearly documents the need for this specialized language instruction, but the efforts of higher education institutions to fill the need are very limited to date. A more integrative approach is recommended in both the United States and Germany. (MSE)

ED 325 103 IR 014 701

Burruss, Beth Grobman, Comp.
De Anza Coll., Cupertino, Calif.
Resources for Telecourses: A Reference List. Updated.
PUB DATE- 12 Mar 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Distance Education; *Educational Resources; Elementary Secondary Education; *Information Services; Public Television; *Telecourses; Two Year Colleges

Divided into nine sections, this reference guide provides sources of information on the dissemination and practice of distance education, access to programs and agencies concerned with distance learning and telecourses, and bibliographic citations for evaluation studies that have researched the effectiveness of telecourses as instructional tools. The first section mentions the large groups that have a major nationwide influence in telecourses. The second section contains titles of books that list telecourses and videotape series that can be made into telecourses. Producers and distributors who have telecourses or series that can be adapted to the telecourse format are listed in section three. Sections four through seven list newsletters, journals, a journal article, and books on distance education and telecourse technologies. Section eight cites evaluation studies and research papers, while section nine lists associations and conferences that cover distance education, learning resources, instructional technology, and telecourses. Although many of the resources are primarily concerned with the adult education and the community college level, at least one report (from New York State) focuses on distance education at the elementary and secondary levels. (DB)

ED 325 200 PS 018 819

Children's Television Workshop, New York, N.Y.

A Study of the Role of Educational Television Programming in Elementary Schools.

PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Practices; *Educational Television; Elementary Education; *Elementary Schools; Marketing; *Mass Media Use; National Surveys; *Programing (Broadcast); Questionnaires; Teacher Attitudes; Television Surveys; *Television Viewing
IDENTIFIERS- *Program Characteristics

Children's Television Workshop commissioned a comprehensive survey of the role of educational programing in the nation's elementary schools. The study was conducted by sending questionnaires to a national sample of 1,500 third through sixth grade teachers. The objectives of the study were: (1) to learn about school use of 3-2-1 CONTACT, SQUARE ONE TV, and other programs; (2) to understand how and when these programs are used in schools, and teachers' opinions of the educational value and content of the programs; (3) to describe the market environment for the use of educational programing, including the availability of programs and supporting materials, and influences on the use of programing; and (4) to understand the characteristics of the market, the teachers who comprise it, and related school and district characteristics. Questionnaire items focused on how teachers use programs, teacher assessment of program characteristics, how teachers get information about programing, and teachers' characteristics. Results revealed that media centers and specialists play an important role in providing information about and access to education programs; educational television is used more often for enrichment than for instruction; and teachers prefer programs that deal with a single topic and are 15-30 minutes long. The questionnaire and data tables are appended. (Author/RH)

ED 325 230 PS 019 172

Zill, Nicholas; Wolpow, Ellen
Child Trends, Inc., Washington, DC.
To Provide Preschool Programs for Disadvantaged and Disabled Children To Enhance Their School Readiness: Background Paper on a National Educational Goal.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Oct 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Background; Compensatory Education; Definitions; *Disabilities; *Disadvantaged Youth; Educational Assessment; *Educational Development; Educational Objectives; Educational Quality; Enrollment Trends; Federal Programs; Financial Support; Hispanic Americans; Incidence; *Preschool Education; Racial Differences; *School Readiness; State Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Project Head Start

The first National Education Goal agreed to be President Bush and the nation's governors is that all children will start school ready to learn. The first objective under that goal is that of providing high quality and developmentally appropriate preschool programs for all disadvantaged and disabled children. This paper seeks to assist efforts to achieve that objective by defining key concepts and providing background information concerning the size of the target population, levels of preschool participation by disadvantaged and disabled children, and indicators of the quality of the programs in which disadvantaged and disabled children are enrolled. Enrollment patterns are described in terms of the preschool participation of disadvantaged children, private versus public programs, trends in enrollment by income across time, differences by race and Hispanic origin, preprimary enrollment levels among Hispanic children, Head Start, prekindergarten programs supported by Chapter 1 funds, and state-funded prekindergarten programs. Data indicate that about half of the 4-year-olds in poor families nationwide receive preschool instruction, either from Head Start, Chapter 1, or state-funded programs. The same is true for less than 20 percent of poor 3-year-olds. By 5 years of age, nearly all children from low-income families are enrolled in public school kindergarten or prekindergarten programs. An appendix describes the kind of data system that would be desirable for the monitoring of progress toward the objective of providing high quality programs to all disadvantaged children. (56 references) (RH)

ED 325 245   PS 019 209

Keltner, Marge; And Others
Hammond School City, Ind.; South Bend Community School Corp., Ind.
Building School Home Partnerships: A Handbook for Educators.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Communication Skills; *Family School Relationship; Guidelines; *Parent Participation; *Planning; Program Development; *School Policy
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1
This guide has been prepared to assist Chapter 1 staff in planning and strengthening a successful home-school partnership. Ten basic essentials of successful program development are listed with supplementary detail: review public law, build a commitment, provide for coordination, assess needs and strengths, utilize available resources, plan, communicate, provide on-going support, implement and monitor plans, and evaluate. Much the greater portion of the guide, six appendices provide extensive materials on parental involvement, including material on expanded requirements for parental involvement for Chapter 1 programs; a planning guide for parent partnership activities; a statement of the South Bend, Indiana, Community School Corporation Policy on Parent Involvement in the Chapter 1 Program; a policy statement on Chapter 1 parent involvement from the School City of Hammond, Indiana; guides for communicating effectively over the telephone, at meetings, and in writing; ideas for Chapter 1 parent involvement meetings and workshops; lists of factors likely to contribute to and interfere with building partnership between home and school; a list of the many benefits of parent involvement; an activity planning guide and blueprint for parent partnership activities; and a list of things to remember when planning or building parent partnerships. (RH)

ED 324 843 EC 232 188

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.

Selecting Software. Tech Use Guide: Using Computer Technology.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Jun 89

NOTE- 4p.; For related documents, see EC 232 187-195.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Software; *Computer Uses in Education; *Disabilities; Elementary Secondary Education; *Instructional Material Evaluation; Media Adaptation

One of nine brief guides for special educators on using computer technology, this guide focuses on the selection of software for use in the special education classroom. Four types of software used for computer assisted instruction are briefly described: tutorials; drill and practice; educational games; and simulations. The increasing use of tool software systems (word processing, spreadsheet, and database systems) in educational settings is noted. An educational value is also seen in arcade and adventure games, which may be modified if necessary to increase their accessibility to students with disabilities. Specific criteria for evaluating software are offered in the areas of content, demands on the learner, instructional presentation, technical features, and documentation and management features. Four periodicals which regularly review software, six resources for public domain software, and six directories of software are listed. (DB)

ED 324 917 FL 018 888

Fahmy, Jane Jackson; Bilton, Linda

University Language Policy: Identifying Student Attitudes.

PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the World Congress of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990) sponsored by the International Association of Applied Linguistics.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; College Freshmen; English (Second Language); *English for Science and Technology; Foreign Countries; Higher Education; *Language Attitudes; *Language of Instruction; Language Planning; Language Proficiency; *Language Role; *School Policy; School Surveys; Second Language Instruction; Sociocultural Patterns; *Student Attitudes; Student Characteristics; Student Motivation
IDENTIFIERS- *Sultan Qaboos University (Oman)

A survey of 376 first-year Arab university students at Sultan Qaboos University (Oman) investigated attitudes about the use of English as a medium for instruction in science and technology. Questionnaires elicited information about student language background, reasons for studying English, patterns of present and future use of English, and attitudes toward self, native language group, target language group, and English as the language of instruction. Students' English language proficiency levels were determined with the Comprehensive English Language Test. Attitudinal variables and proficiency scores were correlated and analyzed with relation to the university's language policy. Results indicate that student attitudes are compatible with school policy. For most students, English is simply a means for obtaining scientific and technological information, and they show little interest in Western culture. However, it is suggested that as students progress through the program, contact with English-speakers will increase and student interest in the social dimension of English may be kindled. A longitudinal study to monitor changes in attitudes and language proficiency is recommended to assist in planning for language policy and instruction. (MSE)

ED 324 980 FL 800 131

Miller, Cuba; Crutchfield, Juliet
Adult Education Inst. for Research and Planning, Sacramento, CA.; Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
Adult Literacy. Background Paper for the California Education Summit.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 1 Dec 89
NOTE- 80p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- Adult Education; *Adult Literacy; Educational Assessment; *Educational Needs; Education Work Relationship; English (Second Language); Financial Support; *Literacy Education; Long Range Planning; Program Descriptions; Public Education; Second Language Instruction; State Surveys; *Statewide Planning
IDENTIFIERS- *California

This paper was prepared to provide background information for use by a committee on adult literacy, composed of superintendents, assistant superintendents, principals, teachers, school board members, curriculum specialists, business leaders, individuals from higher education, legislators, and legislative staff. The purpose was to highlight successful California adult literacy programs and strategies and to offer some critical directions for the future which can be shared on a national basis. With this in mind, the paper not only describes the state's level of effort in providing literacy services, but also provides a national context for viewing adult literacy in California. Although emphasis is on programs of the California State Department of Education, the paper also considers other agencies delivering adult literacy services, such as the state library and literacy volunteer organizations. An introductory chapter describes in general terms the status of programs in California, and outlines the issues for discussion. The second chapter presents a profile of adult literacy in the state. Chapter 3 addresses a number of aspects of California's public education system, including an overview of adult education providers and information on public funding for adult education, 10 authorized areas of instruction, program participant characteristics, and geographic distribution of programs. The fourth chapter focuses on literacy programs and providers, the effectiveness of such programs, and current trends and directions. Chapter 5 outlines a strategic plan to combat adult illiteracy, and the final chapter provides sketches of federally funded state initiatives operating under the rubric of the Adult Education 2000 Project. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 325 010 HE 023 927

Goddard, Corday T.
Leadership in the Disciplinary Relationship.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Administrator Effectiveness; College Students; *Discipline; Dormitories; Higher Education; *Interpersonal Relationship; *Leadership; *Leadership Qualities; School Responsibility; Student Behavior; *Student Leadership

The nature of the relationship between the disciplinarian (leader) and the disciplined is examined within the context of the role of student staff in college and university residence halls. The manner in which a resident assistant tells and sells, and participates and delegates will have a significant impact on their ability to lead. The proper developmental approach to the discipline process will allow the leader to emerge, but if avoided, mires the disciplinarian and the disciplined in a bog of bad feelings and ill will. Further, if the communication skills of the disciplinarian are poor, the disciplinarian will never be perceived as a leader by the other party. Thus, communication which invites interaction with others that is sincere and reflects genuine concern for those under authority is desirable. Finally, what is required of a true leader is the firm and total belief in, and commitment to, a philosophical approach that is both intrinsically valuing of all human beings and at the same time enlightening, empowering, and uplifting for everyone involved. Contains 28 references. (GLR)

ED 325 042 HE 023 960

White, Edward M.
The Damage of Innovations Set Adrift. Change for the Worst.
PUB DATE- Nov 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *College Programs; *Educational Innovation; *Failure; Higher Education; *Program Administration; Program Development; Student Placement; Writing (Composition); Writing Across the Curriculum; *Writing Instruction

This short 3-page article presents four examples of innovative higher education programs that failed because the ideas were imported from other institutions without understanding the substructures that were needed for success. In the first case study, a Writing Across the Curriculum program was implemented through writing-intensive courses instituted in each department, with three courses required for a degree, but administrative support was not forthcoming and teachers received no training in ways to use writing to assist learning. A program was designed to replace the freshman English placement test with a requirement that students accumulate a binder of writing done in high school which would be evaluated for placement. The resources and plans needed for dealing with the thousands of submitted portfolios never materialized, so entering students now place themselves into freshman or remedial English. A university established a writing center but hired, as tutors, graduate teaching assistants who spoke little or no English. A university established a writing examination as a graduation requirement, but so many students taking the test failed that the standards had to be lowered and writing has come to represent a punishment. The article concludes with a formula for failure: Imagine that ideas that work elsewhere will solve problems quickly and inexpensively, without building support and substructures, and without prolonged attention. (JDD)

ED 325 117 IR 053 212

Vigil, Peter J.
Continuity in an Environment of Perceptual Discontinuity: The Significance of the Algorithm in Exploitative Power.
PUB DATE- May 89
NOTE- 7p.; Paper presented at the National Online Meeting (New York, NY, May 9-11, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; Expert Systems; Heuristics; *Information Retrieval; *Learning Processes; Library Services; *Online Systems; Optical Data Disks; *Problem Solving; Programing; Search Strategies; User Needs (Information)
IDENTIFIERS- Boolean Logic

Online information retrieval is pervasive and its development in libraries is accelerating. Within the near future, most college and research libraries will provide direct access to their patrons to vast information resources via CD-ROMs, locally mounted databases, and gateways. The computer terminal and the "frame" of information it provides will take its place as a perceptual icon the user identifies with information and its acquisition. Although online retrieval is very powerful, it is also quite abstract, and hence will present perceptual problems to the user. A key to resolving the perceptual problem will be understanding the nature of algorithmic problem solving. It is through the algorithm that natural logic to formal logic transformation occurs during interactive searching. Since the algorithm is of such importance, this paper examines both its intrinsic value to online retrieval and its inherent problematic nature. Included is the notion of the algorithm as a "natural barrier" to the heuristic-oriented searcher. (19 references) (Author)

ED 325 131 IR 053 327

Gilbert, Betty; And Others
Arizona State Dept. of Education, Phoenix.
Achieving Excellence in Library Instruction.
PUB DATE- 86
NOTE- 233p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Instructional Materials; *Learning Resources Centers; *Library Instruction; *Library Skills; *Minimum Competencies; Professional Development; *Reference Materials; School Libraries; Student Research

The materials included in this document supporting library instruction are divided into two chapters. The first chapter contains bibliographies of instructional materials, professional periodicals, general reference tools, and religious reference tools. Throughout the bibliographies, the approximate cost of the materials is indicated by dollar signs--i.e., one signifying about $25, two $50, three $75, and four $100. The most appropriate grade level is shown if a material's use is to be directed to elementary (E), middle or junior high (J), or senior high school (S). None of the included lists or bibliographies is complete. It is expected that libraries using this guide will add, delete, and change materials to suit their own needs. The second chapter includes sample pages from instructional materials on: (1) bibliographic format; (2) the card catalog; (3) Dewey classification; (4) encyclopedias; (5) dictionary guide words; (6) magazines and "The Reader's Guide"; (7) maps and charts; (8) parts of the book; (9) reference tools; (10) reference sources and strategies; (11) book reports; (12) assignments; and (13) activities for high school students. Appendixes include an author almanac (birthdates of authors); a glossary of 126 library terms that students should know; and a reprint of "Key in to Life," a scope and sequencing of recommended library competencies produced in 1985 by the School Library Media Division of the Arizona State Library Association. A subject index is included. (SD)

ED 325 160 JC 900 556

Clagett, Craig A.; Diehl, Patricia
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

Course Pass Rates in Fall 1989. Enrollment Analysis EA91-1.

PUB DATE- Jul 90
NOTE- 20p.; For a related document, see ED 305 977.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Comparative Analysis; *Courses; *Grades (Scholastic); *Student Characteristics; Student Evaluation; Two Year Colleges; *Two Year College Students

In 1990, a study was conducted at Prince George's Community College (PGCC) to determine the percentage of students enrolled in courses in the fall term who received passing grades, and to examine these pass rates by course, academic discipline, and division. The study also analyzed student pass rates by gender, age, race, and admission status. Study findings included the following: (1) the collegewide course pass rate in fall 1989 was 75%, the highest rate ever recorded at PGCC; (2) 12 disciplines had fall 1989 pass rates more than 10 percentage points above the collegewide average, including Education, Radiography, Nuclear Medicine Technology, and Horticulture, which all had pass rates over 90%; (3) five disciplines had pass rates more than 10 percentage points below the collegewide average, including Chemistry, Mathematics, and Physics; (4) over the 5-year period between 1985 and 1989 the Physical/Health Education and Health Technology Divisions consistently had the highest pass rates, while the Science and Mathematics Division consistently had the lowest pass rate; (5) women had a higher pass rate (77%) than men (71%); (6) students aged 25 years and older had a higher pass rate (82%) than either students between 21 and 25 (73%) or under 21 (71%); (7) white students had a higher pass rate (79%) than black students (69%) and "Other" students (77%); and (8) first-time students had a lower pass rate (71%) than continuing students (76%). Appendixes include course completion rate tables by discipline, gender, age group, race, and admission status; and an enrollment and completion table by subgroup. (GFW)

ED 324 871 EC 232 416

Kaiser, Ann P.; And Others

Toward a Hybrid Model of Parent-Implemented Language Intervention: Analysis of the Effects of Milieu and Responsive-Interaction Teaching by Parents.

PUB DATE- May 90

NOTE- 42p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Instructional Effectiveness; Interaction; Interpersonal Communication; *Intervention; *Language Acquisition; *Language Handicaps; Models; Parent Participation; *Parents as Teachers; Preschool Education; Teaching Methods

IDENTIFIERS- *Milieu Teaching; *Responsive Interaction Teaching

Preliminary findings are reported from a study examining changes in preschool-aged child communication skill occurring when parents were trained to apply one of two procedures: milieu teaching and responsive-interactive teaching. Three families participated in milieu language training in which the adult uses naturally occurring situations as opportunities to teach language, and three families participated in responsive interaction training, which aims to enhance the quality and richness of parent-child communication as a basis for stimulating child language development. Results suggest that parents can learn to use the milieu and responsive interaction procedures and that children derive benefits from increased parent competence in communicating with their children. While milieu teaching appears more useful in developing specific language targets, response interaction shows some evidence of stimulating general child language behaviors. It is concluded that a hybrid intervention that blends the effective components of milieu and responsive interaction would be optimal. (JDD)

ED 324 964 FL 018 951

Ringeling, Tobi
Listening for What?
PUB DATE- Apr 90
NOTE- 6p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Foreign Countries; *Listening Comprehension; *Listening Skills; Second Language Instruction; Second Language Learning; Student Needs; *Vocabulary Development; *Word Recognition

Second language students often fail to pick up sequences of sounds correctly, not because they can not recognize the sounds in questions but because they make incorrect generalizations or lack general mental agility. Listening in a foreign language is more concerned with vocabulary knowledge and expectation than with phoneme recognition. One classroom approach uses sophisticated guessing as an active policy in the process of word recognition. Students often avoid sophisticated guessing because of uncertainty. Most early teaching materials reinforce this attitude. This approach works best if the context is highly constraining or if the word that needs to be recognized is uniquely structured. Students expect to hear a pattern of sounds conforming to their idea of the individual shapes of words. Students should sometimes be confronted with listening exercises, in which all words are familiar, to develop their guessing potential and become familiar with the types of variation typical in connected speech. (MSE)

ED 324 995 HE 023 604

Douglas, Joel M., Ed.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
The Impact NLRB v. Yeshiva University on Faculty Unionism at Public Colleges and Universities. Part I: Legislative Analysis.
PUB DATE- 90
NOTE- 10p.; For Part II: Legal Analysis, see HE 023 890.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- *Arbitration; *Collective Bargaining; *College Faculty; *Court Litigation; Faculty College Relationship; Higher Education; Labor Legislation; *Labor Relations; *State Legislation; Unions
IDENTIFIERS- Bargaining; NLRB v Yeshiva University

An examination is made into the legislative framework under which public sector higher education faculty bargaining occurs, and the potential application of the Yeshiva decision to these statutes. The statutory frameworks under which faculty collectively bargain are listed and reviewed in light of the Yeshiva decision; they are ranked in descending order from maximum to minimum protection and are as follows: (1) separate bargaining statutes for college and university faculty; (2) statutory designation of faculty bargaining units; (3) college faculty designated as public employees; (4) college designated as employer; (5) inclusion of managers and/or supervisors as eligible for coverage; and (6) absence of/or prohibitive legislation. Three tables are produced which provide information on: states having statutorily defined bargaining units; states where the definitions of employees includes faculty, thereby conferring their right to bargain; and states where the college/university is designated as public employer. (GLR)

ED 325 027 HE 023 944

Keeling, Richard P.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
What Governing Board Members Need To Know about AIDS. AGB Special Report.
SPONS. AGENCY- Hitachi Foundation, Washington, DC.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Administration; *College Role; *Disease Control; Governing Boards; Guidelines; *Health Education; Health Needs; Higher Education; *Policy Formation

The information about Acquired Immune Deficiency Syndrome (AIDS) presented in this special report is designed to encourage the development of educational and preventive programs on the college campus. Chapter 1 defines many of the words and phrases used in discussions about AIDS; tells how the disease is and is not spread; and briefly discusses testing, treatment, and prevention. Chapter 2 discusses the impact the Human Immunodeficiency Virus (HIV) has on higher education campuses, the risk factors that exist for students, education and service programs and their costs, and the kind of education needed to prevent HIV infection. Chapter 3 examines the various areas that should be of concern to governing boards in dealing with the AIDS issue including: (1) overseeing and monitoring the institution's policies and programs for students and employees; (2) managing the institution's resources and analyzing the potential impact of HIV infection; (3) evaluating the institution's role as leader, partner, and resource; and (4) determining positions on the social and ethical issues related to the disease. The fourth and final chapter presents guidelines and recommendations for HIV infection and AIDS prevention activities on campus. An appendix provides the American College Health Association's statement on institutional response to AIDS. (GLR)

ED 325 057 HE 023 977

Richardson, Richard C., Jr.
Education Commission of the States, Denver, Colo.; National Center for Postsecondary Governance and Finance, Tempe, AZ.
The State Role in Promoting Equity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - General (140)
DESCRIPTORS- Change Strategies; Civil Rights; Demography; *Educational Change; *Educational Planning; *Equal Education; Ethnic Groups; Higher Education; Minority Groups; Public Policy; Race; School Attitudes; *School Role; *State Action; *State Colleges; State Universities; Trend Analysis

Information, analysis, and commentary are presented in a report that examines the progress and difficulties that states are having in assuming more of a moral and practical leadership role in achieving equity in higher education among minorities. The report discusses the fundamental dilemma states face in trying to foster greater institutional responsiveness to changing demographics. Next, an examination is made of two measures of state or institutional progress towards equity: an estimate of the differences between majority and minority participation rates, and an estimate of differences in graduation rates attributable to the effects of race and ethnicity. The problems of convincing a state's colleges and universities that improving minority participation and graduation rates ought to be high on their agenda are discussed, as well as efforts used to influence them to act, including the predominate use of court-imposed mandates. Finally, suggestions are presented on ways a state can achieve educational equity in its colleges and universities, including the act of making equity a priority, delivering that message clearly, selecting the person best qualified to deliver it, and developing and executing a plan of action. Contains 19 references. (GLR)

ED 325 073 IR 014 657

Overbaugh, Richard C.; Reed, W. Michael

The Effects of Brief Instructional Activities on Teacher Education Students' Computer Anxiety and Performance.

PUB DATE- Mar 90

NOTE- 14p.; Paper presented at the Eastern Educational Research Association (Clearwater, FL, March 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anxiety; Attitude Measures; *Computer Assisted Instruction; *Computer Literacy; Higher Education; *Instructional Design; *Performance Factors; Preservice Teacher Education; Psychological Studies; Questionnaires

IDENTIFIERS- *Computer Anxiety

Two research studies were designed to examine computer anxiety in teacher education students at West Virginia University. The studies explored the relationship between computer anxiety and performance, and the effects of both prior computer use and the instructional format on computer anxiety and performance. The first study was performed as part of a 6-hour, 1-day workshop designed to familiarize students with computer terminology, uses, and introductory programming. Fifteen participating students completed a computer anxiety instrument based on the Spielberger Self-Evaluation Questionnaire, and gave general background information including amount of prior computer use. Performance was measured on a 50-item, written, fill-in-the-blank test given at the end of the workshop. Results indicate that, although prior computer use does not affect computer anxiety or performance, instruction is effective in reducing computer anxiety. The second research study replicated the first precisely except that the 6-hour workshop took place in 2-hour blocks over the course of 3 consecutive weeks. Results indicate that the expanded instructional format did not significantly affect either computer anxiety or performance. A discussion of both of the studies concludes the paper. (12 references) (DB)

ED 325 089 IR 014 675

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.

Instructional TV & Audio Resources, 1990-91. ITV Window to the World.

PUB DATE- 90
NOTE- 329p.; For the 1989-90 edition, see ED 313 019.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Non-Print Media (100)
DESCRIPTORS- *Audiotape Recordings; *Basic Skills; Catalogs; *Educational Television; Elementary Secondary Education; Programing (Broadcast); *Television Curriculum
IDENTIFIERS- *South Carolina Educational Television

This catalog of instructional television (ITV) and audio resources includes: (1) an alphabetical listing of available television programs; (2) a resource listing by times and channels for both open circuit and closed circuit networks; (3) an overview of the television curriculum in South Carolina; (4) a listing of district-operated distribution centers; (5) a listing of ITFS (instructional television fixed service) school and school-related facilities; and (6) information on the ITFS network, the duties of the Instructional Technology Building Coordinator, utilization of ITV and audio, consultants' services, Field Technical Services and the maintenance of equipment; and the levels of public schools' rights to use ITV series. Also included are a Basic Skills Assessment Program reference table for ITV and a list of new and revised resources for 1990-91. The main body of the catalog is the listing of instructional programs, which cover the following subject areas: language arts, including communication and reading; foreign languages, including French, German, and Spanish; mathematics; science/environmental studies; social studies; art; music; physical education, health and safety; vocational/career education; computer education; and instructional audio. Information for each program includes the title; grade level; running time and number of lessons; a description of the program content; the rights for school use; and an indication of the Basic Skills Assessment Program objectives for which it is applicable. (DB)

ED 325 104 IR 014 707

Thomas, Rick
International Society for Technology in Education, Eugene, OR.
Classworks: AppleWorks for the Classroom. Second Edition.
PUB DATE- 90
NOTE- 264p.; The Student and Teacher Data Disks which accompany this textbook are not included in the ERIC document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Databases; *Educational Media; Secondary Education; *Spreadsheets; Teaching Methods; *Word Processing
IDENTIFIERS- AppleWorks

This book provides a brief and succinct introduction to AppleWorks and is designed for use by teachers who are already familiar with the three AppleWorks tools: the word processor, the database, and the spreadsheet. "Classworks" (developed for grades 8 and 9) emphasizes computer work in which the teacher serves as troubleshooter, reference person, and model for the effective use of the program. Classworks materials include: (1) unit and lesson objectives; (2) lesson guides; (3) a set of overhead transparency masters; (4) student worksheets; (5) reference sheets; (6) a Student Data Disk; (7) a Teacher Data Disk; and (8) quizzes. The data disks, which are not included in this document, are for use with the Apple IIe/IIc microcomputers with two disk drives. Eleven lessons provide instruction in word processing, creating databases and database reports, and spreadsheet activities. Each lesson is composed of a presentation using an overhead projector and a computer demonstration. Class time needed to complete lessons varies. Reference sheets provided for lessons contain step-by-step instructions and sample screen displays to which students may refer during the classroom presentation. It is noted that students learn better when working in groups of two or three. Quiz questions may be found on the Teacher Data Disk, and may be edited according to individual instructional settings and student needs. (DB)

ED 325 146 JC 900 503

Betts, Lee John
Frederick Community Coll., Md.
Survey on Community College National Leadership/Service Organizations: A Preliminary Summary/Analysis of Responses.
PUB DATE- Oct 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; College Presidents; *Community Colleges; Group Membership; Leaders; *National Organizations; National Surveys; *Organizational Effectiveness; Participant Satisfaction; *Professional Associations; Program Evaluation; Questionnaires; Tables (Data); Two Year Colleges
IDENTIFIERS- American Association of Community and Junior Colls

In 1990, a survey was conducted of selected professional staff at 139 community, junior, and technical colleges nationwide to determine which national leadership/service organizations (NL/SO's) the colleges were affiliated with, to identify the NL/SO programs and services utilized by the colleges, and to evaluate those services. The survey was sent to presidents of 62 randomly selected colleges and 77 community college professionals who had served in leadership roles in various NL/SO's or had been recognized by one or more of these organizations as leaders with national stature. Major findings of the study, based on responses from 52% of the presidents and 48% of the other professionals, were as follows: (1) on the average, colleges were affiliated with nine different NL/SO's; (2) 80% of the respondents rated the overall value of their institution's involvement in all NL/SO's to be significant or very significant; (3) five organizations or groups of organizations were mentioned by 54% of the respondents as having provided significant leadership or service to their colleges; (4) the American Association of Community and Junior Colleges (AACJC) was identified by all respondents as having provided significant leadership, with 96% rating it one of the four most significant or valuable NL/SO's; and (5) 65% of the respondents indicated that their institution's involvement in their four top ranked NL/SO's was greater in 1990 than it had been in 1980. The survey instrument and survey response tables are attached.

ED 325 174 JC 900 575

Summers, Susan Robinson

Forest Technology Program, Lake City Community College: The Founding of a School, the Evolution of a College.

PUB DATE- 13 Nov 90

NOTE- 17p.; Graduate seminar paper, Institute for Higher Education, University of Florida.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040) Historical Materials (060)

DESCRIPTORS- Community Colleges; *Educational Change; *Educational History; *Forestry; Forestry Aides; *Forestry Occupations; Local History; Program Content; Program Design; *Technical Education; Two Year Colleges; Vocational Schools

Since 1947, Lake City Community College (LCCC) has evolved from a forest ranger school to a junior college to a true community college. After World War II, Lake City, the "Forestry Capitol of the World," converted a local air base into the Columbia Forestry School (CFS). The first few years were characterized by extremely low enrollment and dwindling funds, causing the college president to appeal to the Florida Legislature for help with funding and administrative support. The University of Florida assumed management of the school, and, in 1950, CFS became the University of Florida Forest Ranger School. In 1962, the school was selected to join the newly created network of state community colleges as Lake City Junior College and Forest Ranger School. Subsequent to a fire in 1963, wooden buildings were replaced with brick, giving the school a more permanent and collegiate air. In 1970, the name was shortened to Lake City Community College. LCCC's Forest Technology program, like the college and the field of forestry, has undergone many changes. The original one-year certificate program became a two-year associate in science (AS) degree program in Forest Technology in 1970. In 1974, the Timber Harvesting Technician certificate became an AS degree in Forest Engineering Technology. The two programs were merged in 1989 to become an AS in Forest Technology. This 92-hour program is designed to train students in such areas as timber cruising, wood procurement, logging operations, and land surveying. Approximately 60% of the program takes place in outdoors classrooms, though course work also focuses on technical writing, botany, and mathematics. Though there has been little turnover in program faculty, the student population has changed to include more women and foreign students, though blacks remain underrepresented. (GFW)

ED 325 187 JC 900 590

Academic Senate for California Community Colleges, Sacramento.
Towards a Model Four Year Tenure Process.
PUB DATE- Nov 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Academic Freedom; Academic Rank (Professional); Codes of Ethics; College Governing Councils; Community Colleges; Educational Legislation; *Employment Practices; *Evaluation Criteria; Evaluation Methods; *Faculty College Relationship; Nontenured Faculty; Professional Autonomy; *Teacher Evaluation; *Teacher Promotion; *Tenure; Tenured Faculty; Two Year Colleges

Tenure constitutes a basic tenet of professionalism in higher education, protecting academic freedom and allowing for employment free from personal politics. Constituencies most affected by tenure must have some significant input into the tenure process. This report presents a model four-year tenure process developed by the Educational Policies Committee of the Academic Senate for California Community Colleges (ASCCC) setting standards and criteria for evaluation as well as grounds for faculty recommendations for continuation, tenure, and termination. The report provides information on the following: (1) the philosophical principles of tenure; (2) pertinent statutory provisions of the California State Education Code governing tenure; (3) definitions of terms; (4) aspects of the tenure process beyond the scope of this model; (5) general considerations, including qualities of effective faculty members, suggested standards for faculty evaluation, types of evaluation, diversity requirements, individual and institutional tenure review committees, and administrative role; (6) primary tenure review considerations in the first year, the second year and in the fourth year of employment; (7) an ASCCC statement explaining the rationale for adopting the American Association of University Professors' (AAUP) Statement of Professional Ethics; and (8) a copy of the AAUP statement. (PAA)

ED 325 216 PS 019 140

Kamarck, Elaine Ciulla; Galston, William A.
Progressive Policy Inst., Washington, DC.
Putting Children First: A Progressive Family Policy for the 1990s.
PUB DATE- 27 Sep 90
NOTE- 46p.; Robert J. Shapiro and Margaret Beyer also contributed to this document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Childhood Needs; Divorce; *Economic Factors; *Family (Sociological Unit); *Finance Reform; Foster Care; One Parent Family; Parent Influence; Parent Responsibility; Policy Formation; Poverty; *Public Policy; *Stress Variables; Tax Credits; Welfare Services; Work Environment
IDENTIFIERS- Policy Analysis; *Policy Issues; Welfare Reform

Four policy papers delineate a progressive family policy for the 1990s that makes the family central among social issues and children central in families. An extensive introduction delineates the split between leaders' and ordinary citizens' views on the family and provides a summary of the papers. The first paper offers an economic review of the condition of the American family that analyzes the increased economic stresses on American families and gives particular attention to the economic problems of one-parent families. The second paper draws on a body of social science literature that shows that, for reasons that go beyond the economic, intact families are better for children than one-parent families. The third paper builds on the data presented in the previous papers to discuss six elements of a progressive family policy: (1) restore the children's tax exemption; (2) create a nonpoverty minimum wage; (3) reform divorce laws; (4) promote parental responsibility; (5) make the workplace accommodate needs of families; and (6) develop alternatives to foster care. It is argued that the family is both an economic and a moral unit, and neither economics nor values taken by themselves can provide an adequate basis for family policy. Governmental programs cannot fully substitute for healthy families and should not try to. But government should work to stabilize families and increase their child rearing capacity. To meet these goals requires the provision of substantial resources. (RH)

ED 324 844 EC 232 189

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.

Learning Disabilities. Tech Use Guide: Using Computer Technology.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Jun 89

NOTE- 4p.; For related documents, see EC 232 187-195.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Elementary Secondary Education; Instructional Material Evaluation; *Learning Disabilities

One of nine brief guides for special educators on using computer technology, this guide focuses on computer use with learning disabled students for such purposes as direct instruction and development of communication skills. It is noted that the learning disabled student may possess certain characteristics which require the kind of modification of instruction that computers can provide. Possible hardware modifications are briefly considered. Criteria for selecting appropriate software for learning disabled students in general are provided as are specific criteria for software selected students with dyslexia or attention deficit disorder. Tool software, such as word processing programs are also recommended for these students. Resources listed include five readings, four organizations, seven periodicals, four language development software packages, four math software packages, four reading software packages, four spelling and writing software packages, four visual and perceptual software packages, and three speech synthesizers. (DB)

ED 324 857 EC 232 402

Knutson, Laurie
Kansas Univ., Lawrence. School of Social Welfare.
Together to Self Sufficiency: An Independent Living Lifebook. Health.
PUB DATE- 86
NOTE- 217p.; For the lifebook on employment, see EC 232 401.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adolescents; Child Health; *Foster Children; Foster Family; *Health Promotion; Health Services; Independent Living; Mental Health; Physical Health; Secondary Education; *Self Care Skills; Sexuality; *Skill Development; *Student Evaluation

This workbook provides a means of assessing the health maintenance and promotion skills of youth in foster care and offers exercises to develop those skills. The workbook is designed to be used collaboratively by foster parents and youth in substitute care, enabling them to assess, develop, and practice independent living skills, and to maintain a record of demonstrated skills that will accompany the youth throughout his or her stay in foster care. The workbook begins with a comprehensive skills assessment, and each skill is keyed to a set of possible exercises. Five areas of competency are covered: obtaining health care services, personal health information, physical health, sexual health, and emotional/mental health. The physical health section covers nutrition, exercise, adequate rest, and alcohol/drug abuse. The sexual health section focuses on family planning and sexually transmitted diseases and the section on mental/emotional health offers guidance on developing, feelings of self-esteem and competence, building positive relations with others, learning how to handle negative/destructive feelings, and learning to recognize and avoid stereotypes. Examples of the skills described in the workbook include identifying a place to obtain an eye exam, identifying strategies to aid in sleeping, and listing ways to handle the feeling of loneliness. Five general references are included, as well as nine on sexuality. (JDD)

ED 324 887 EC 232 482

Parette, Howard P., Jr.; VanBiervliet, Alan
Arkansas Univ., Little Rock.
Assistive Technology Curriculum...A Module of Inservice for Professionals and Instructor's Supplement. Partnerships in Planning for State Technology Service Delivery. Project TAARK.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 90
NOTE- 60p.; For related documents, see EC 232 479-483.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accessibility (for Disabled); *Advocacy; *Assistive Devices (for Disabled); Consumer Education; *Delivery Systems; *Disabilities; *Financial Support; Media Selection; Services; *Technology
IDENTIFIERS- *Arkansas

The instructional package of student and instructor manuals is intended to provide inservice training for Arkansas professionals serving disabled persons with basic information on assistive technology. The participant material is divided into three goal areas. The section on Goal 1, the development of technology advocacy concepts, covers basic definitions of assistive technology and services terminology, the role of consumers, advocacy, specific advocacy groups in Arkansas, steps in the advocacy process, and how professionals should justify a denial of a consumer request for assistive technology. The second section, on Goal 2, the development of service delivery concepts, discusses providers of technology services in Arkansas, the evaluation process, and factors in selecting appropriate technology. Goal 3 is the development of technology funding concepts. Discussion centers on funding sources, funding terminology, and guidelines for assembling supportive documents. Each section includes a set of student evaluation questions for which answers are provided in the instructor's supplement. (DB)

ED 324 901 EC 232 635

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.
Youth Categorized as Other Health Impaired, Statistical Almanac, Volume 9. The National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 287p.; For related documents, see EC 232 627-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Autism; *Chronic Illness; Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; *Special Health Problems; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 475 students (ages 13-21) with health impairments, defined to include youth having limited strength, vitality, or alertness due to chronic or acute health problems that adversely affect education performance (includes autistic youth). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. Forty-three tables present data on: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course- taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study and the research methodology. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 933   FL 018 915

Dugan, J. Sanford; Chatman, Eleanor
An Update on the E.M.U. Language and International Trade Program: Current Status and Recent Changes in Requirements.

PUB DATE- 30 Mar 89
NOTE- 20p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; Business Administration Education; Business Communication; *Degree Requirements; Higher Education; *International Trade; *Languages for Special Purposes; Masters Degrees; Program Descriptions; *Program Development; Second Language Instruction
IDENTIFIERS- *Eastern Michigan University

Eastern Michigan University's (EMU) bachelor's (B.A.) and master's (M.A.) programs in Language and International Trade began in 1978, and have awarded 181 B.A. and 249 M.A. degrees in their first 10 years. Two surveys of program graduates revealed that most are employed in jobs with international concerns. Alumni observations strongly reflected the difficulty of breaking into the business world and recommended strengthening both the language and business components of the programs. This and other input led to major program revisions. In the undergraduate program, the major changes involved raising business and foreign language course level requirements. The master's program, originally conceived for U.S. students with a traditional undergraduate concentration in a foreign language, was found to be serving mostly foreign students with a business administration undergraduate concentration. In addition, the entry and exit requirements in business and economics were raised. Both programs are currently seen as responding to a national need for courses in English as a Second Language, French, German, Japanese, and Spanish for business. The EMU curricula are being replicated in varying forms in a number of other institutions. Appended materials include enrollment and degree award data, United States economic dominance data, and program and requirement descriptions. (MSE)

ED 324 948 FL 018 930

Gramberg, Anne-Katrin
The Language-Culture Interface in German Advertisements.
PUB DATE- 89
NOTE- 20p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Business Communication; Comparative Analysis; Cultural Differences; *English; Foreign Countries; *German; *Language Patterns; Languages for Special Purposes; *Marketing; *Persuasive Discourse; Second Language Instruction
IDENTIFIERS- *Germany; United States

A comparison of German and American advertising reveals differences in technique and structures. Persuasion is central in both, but the grammatical structures and illocutionary devices available in each language vary. The culture is also reflected in the type and degree to which each language uses techniques of persuasive language. The findings can be applied in the foreign language classroom, allowing students to better understand German marketing techniques, German verbal and nonverbal communication, the function of German strategies and structures used for persuading, and perceived and actual cultural differences. Comparison of automobile ads from the two countries, using both pictures and text, suggests significantly different approaches to the audience, with the German version using a much more interpersonal communication style and the American ad stressing facts. The level of communication in the ads also varies. The German ad uses conversational turn-taking, handwriting, more personal pronouns, and an identification of buyer and seller belonging to the same group. The American ad is clearly constructed as a monologue, focusing on the product alone. The ads are appended. (MSE)

ED 325 011 HE 023 928

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on H.R. 3344, The Crime Awareness and Campus Security Act of 1989. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

PUB DATE- 14 Mar 90
NOTE- 180p.; Serial No. 101-75.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aggression; Antisocial Behavior; *Campuses; *Crime Prevention; Hearings; Higher Education; Legislation; Meetings; Police Action; *Rape; *School Security; *Victims of Crime; *Violence
IDENTIFIERS- Congress 101st

A report is presented of the hearing concerning H.R. 3344, the Crime Awareness and Campus Security Act, in which testimony was given by several college officials concerning the steps they have taken and plan to take, and from parents and students concerning their fears and, in some cases, their personal tragedies. Among the individuals presenting their testimony are: Robert H. Atwell, President of the American Council on Education; Father William J. Byron, President of the Catholic University of America, Washington, D.C.; Dorothy G. Siegel, Executive Director, Towson State University; Frank Carrington, Counsel, Security on Campus, Inc.; James E. Caswell, Chairman, Task Group on Campus Safety and Security, National Association of Student Personnel Administrators, Washington, D.C.; Eamon M. Kelly, President, Tulane University; and Douglas F. Tuttle, Chairman, Government Relations Committee, International Association of Campus Law Enforcement Administrators, Hartford, Connecticut. Additional material submitted for the record includes a summary of the publication, "Sexual Assault on Campus: What Colleges Can Do," which describes programs and policies that will enable colleges and universities to reduce the incidence of sexual assaults on their campuses and respond effectively to the victims of these crimes. (GLR)

ED 325 118 IR 053 242

Francis, Hannah; Liddy, Elizabeth D.
Structured Representation of Theoretical Abstracts: Implications for User Interface Design.
PUB DATE- May 90
NOTE- 13p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (San Diego, CA, May 21-24, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstracts; Computer System Design; Discourse Analysis; *Discourse Modes; *Information Retrieval; *Linguistic Theory; Man Machine Systems; Political Science; *Rhetorical Theory; Search Strategies; User Needs (Information)

A descriptive study was conducted to delineate a structured representation of one abstract type (theoretical) and suggest how this predictable representation could affect user-system interfaces of information retrieval systems. Fifty-five argumentative type abstracts were selected from issues of "International Political Science Abstracts." Each abstract was classified into one of three groupings: Substantive, Authoritative, or Motivational. Each abstract was examined for the presence of the first and the second triads of elements--i.e. (1) data, warrant, and claim; and (2) backing, rebuttal, and qualifier. Of the abstracts, 68% belonged to the Substantive class, 20% to the Authoritative class, and 11% to the Motivational class. The first triad of elements was found in all of the abstracts. Of the second triad of elements, Rebuttal was found in 16, Qualifier in 24, and Backing in 28 of the abstracts. It is concluded that patterns of form and structure can be found in the argumentation texts, and therefore, that the rhetorical structure of argument is a useful framework in which to describe the structure of theoretical abstracts. Further, if a user-system interface could make use of these findings in information retrieval systems, users would be aided in comprehending the content of retrieved abstracts and in refining their search queries. (8 references) (SD)

ED 325 201 PS 018 936

Ebb, Nancy; And Others
Center for Law and Social Policy, Washington, DC.; Children's Defense Fund, Washington, D.C.

Transitional Child Care: State Experiences and Emerging Policies under the Family Support Act.

SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.; Ford Foundation, New York, N.Y.; Muskiwinni Foundation, New York, NY.; Rockefeller Family Fund, Inc., New York, N.Y.
PUB DATE- Jun 90
NOTE- 74p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Day Care; Early Childhood Education; *Economically Disadvantaged; Educational Vouchers; *Eligibility; *Employed Parents; Federal Programs; Fees; *Financial Support; Guidelines; *Program Administration; Public Policy; Referral; Welfare Services
IDENTIFIERS- Rules and Regulations; *Transitional Child Care

This guide is designed to provide information about transitional child care (TCC) program policies and operations and to offer recommendations to policymakers and advocates. Transitional child care is a new federal child care program that every state must implement by April 1, 1990. Established by the Family Support Act (FSA) of 1988, TCC is designed to help families with dependent children meet their child care needs for one year after they lose federal or state financial assistance for income-related reasons. Recommendations are based on information from nine states with transitional child care programs that predate FSA requirements; extensive discussions with officials and advocates; and a review of 30 state plans for transitional child care programs. Sections of the guide concern: (1) the process of becoming eligible for transitional child care, and the related issues of notification, outreach, the request and approval process, verification, and reporting; (2) things to consider after eligibility is established, including child care counseling and location services, payment rates and policies, choice of a payment mechanism, and a sliding fee scale; and (3) long-range issues, including budgeting adequate funds, learning from experience, and arranging for child care after TCC participation. Appendices provide federal regulations on TCCs and an overview of voucher and contracted payment mechanisms. (RH)

ED 325 231 PS 019 173

Powell, Douglas R.
Parents as the Child's First Teacher: Opportunities and Constraints.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Oct 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Achievement; *Access to Education; Delivery Systems; Educational Objectives; Family Programs; Guidelines; Parent Attitudes; Parent Child Relationship; *Parent Education; Parent Influence; *Parents as Teachers; *Sociocultural Patterns

This paper examines opportunities and constraints related to the implementation of activities intended to realize the national education goal that "every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need." The first section of the paper reviews available information on the extent to which parents spend instructional time with their young children, the types of parental behaviors and attitudes that influence children's academic achievement, and factors that influence parental contributions to children's learning. The second section summarizes what is known about parents' use of various sources of child rearing information; the scope, availability, and effects of parent education and support initiatives; and opportunities for different institutional delivery systems. The third section notes several issues regarding sociocultural diversity that warrant consideration by those making efforts to enhance parental roles in the education of young children. The final section provides a summary and discusses implications for policy and practice. (63 references) (RH)

ED 325 246 PS 019 210

Witmer, Judith
Development of an Inservice Training Program for Teachers in the Parent Education Child Study Lab Setting.
PUB DATE- 90
NOTE- 59p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Faculty; *Community Colleges; Early Childhood Education; Faculty Mobility; Higher Education; Inservice Teacher Education; *Laboratory Schools; Parent Education; *Teacher Orientation; *Teacher Responsibility; *Teacher Role

A parent education instructor implemented a practicum intervention designed to address the information needs of part-time teachers in the parent education child study laboratory. The teachers wanted information concerning their roles and responsibilities in the laboratory programs. The laboratories were located at a community college with a staff of 30 parent educators, 50 classroom teachers, and a support staff of 4, that served over 1,000 students. The intervention targeted 14 teachers who were expected to continue working in the program. Objectives were to: (1) increase participants' understanding of program goals; (2) increase teachers' knowledge of their responsibilities concerning the job; and (3) decrease teacher turnover. In an effort to meet these objectives, a 1-day orientation session was held. Practicum evaluation data indicated that the intervention was successful. Related materials are appended, including survey forms and a list of goals and objectives for community college parent education programs. (RH)

ED 324 872 EC 232 417

Schalock, Robert L.; And Others

An International Perspective on Quality of Life: Measurement and Use.

PUB DATE- 29 May 90

NOTE- 46p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adults; *Cross Cultural Studies; *Developmental Disabilities; Foreign Countries; Life Satisfaction; Measurement Techniques; *Mental Retardation; *Normalization (Handicapped); Personal Autonomy; Productivity; *Quality of Life; *Rehabilitation; Social Integration; Social Services

IDENTIFIERS- Australia; China; Germany; Israel

The study obtained cross-cultural measures of quality of life (QOL), based upon perceptions of individuals with mental retardation/developmental disabilities (MR/DD) of their degree of satisfaction, productivity, independence, and community integration. The Quality of Life Questionnaire was administered to 92 persons in MR/DD programs in Australia, the Federal Republic of Germany, Israel, and the Republic of China and 552 persons from MR/DD programs in Nebraska and Colorado. A very consistent trend was found across the five countries: quality of life scores increase as one lives and works in more normalized environments. The paper also outlines characteristics of mental retardation/developmental disabilities services in the four countries (excluding the United States), focusing on: public laws regarding services to persons with MR/DD, funding patterns, administrative structures for MR/DD services, current living options, and current employment options. The paper notes that the concept of quality of life in habilitation services can be used cross-culturally to foster international QOL-oriented public policy, implement QOL-oriented program practices, and complete QOL-focused cross- cultural research projects. Includes 16 references. (JDD)

ED 324 918 FL 018 889

New York State Education Dept., Albany.
Bilingual Education. Regents Policy Paper and Proposed Action Plan for Bilingual Education.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Bilingual Education Programs; Cultural Awareness; Educational Needs; *Educational Policy; Educational Quality; Elementary Secondary Education; English (Second Language); Equal Education; *Language Proficiency; Language Role; *Limited English Speaking; Parent Participation; Program Implementation; *Public Policy; *Statewide Planning; Teacher Qualifications
IDENTIFIERS- *New York

The New York State Board of Regents has established that state educational policy and practices must help limited-English-proficient (LEP) students enter the English mainstream as quickly as possible, while regarding the first language as an important cultural asset and a useful academic tool. These policies state the following: (1) all students must become proficient in English and, to the extent possible, in another language, and that all students should understand and respect their own and other cultures; (2) educational access, equity, and excellence are to be promoted for language-minority and LEP students, to develop English proficiency and maintain native language proficiency; (3) programs for language-minority and LEP students are to be staffed by qualified professionals; (4) parents and guardians of this population should be encouraged to participate in their children's education; and (4) the needs of the LEP population must be considered in the development of all state education department initiatives, with appropriate measures taken to address those needs. Appended materials include a list of references, definitions of terminology, notes on the legal rights of LEP and language-minority students, descriptions of common program designs, and a list of policy committee members. (MSE)

ED 324 965 FL 018 952

Johnson, Karen E.

The Theoretical Orientations of English as a Second Language Teachers: The Relationship between Beliefs and Practices.

PUB DATE- 90

NOTE- 10p.; Paper presented at a meeting of the New England Educational Research Organization (1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beliefs; *Classroom Techniques; Educational Theories; *English (Second Language); Interviews; *Language Teachers; Second Language Instruction; Second Language Learning; *Teacher Attitudes; *Theory Practice Relationship

A study examined: (1) the extent to which teachers of English as a Second Language (ESL) possess beliefs about second language learning and teaching consistent with the major theoretical explanations in the field of ESL; (2) the extent to which these beliefs are associated with classroom instructional practices; and (3) perceptions of ESL teachers about the contextual variables in ESL classrooms that influence those practices. Data collected included information from the following sources: semi-structured interviews with 30 ESL teachers; descriptive data on the teachers' background and characteristics; classroom observation and instructional analysis with three of the teachers having different dominant theoretical orientations; and modified stimulus recall procedures to examine contextual variables. Results suggest that most teachers have theoretical orientations consistent with the major theories in the field. However, 40% had other orientations. The three teachers identified as having differing theoretical orientations were found to use instructional practices associated with the underlying assumptions of theoretical beliefs. Contextual factors identified as influencing instructional decisions were primarily the academic and real-life language needs of their students, supporting the notion of the strong influence of extra-instructional, societal factors. Implications for classroom instruction and teacher preparation are discussed. (MSE)

ED 324 996 HE 023 646

National Science Foundation, Washington, D.C.
Modernizing Academic Research Facilities: A Comprehensive Plan.
PUB DATE- Jun 89
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Facility Planning; Federal Legislation; Federal
  Programs; Financial Support; Higher Education; Information Needs;
  *Modernization; Needs Assessment; Program Development; *Program
  Improvement; *Research and Development Centers; Research Needs;
  Research Projects; *Science Facilities; Scientific Research
IDENTIFIERS- *Academic Research Facilities Modernization Act

This report, prepared in response to a requirement in the Academic Research Facilities Modernization Act, proposes a plan for the modernization of general research facilities in which academic research is conducted, including research buildings, research laboratories, support rooms, and other institutional or departmenta facilities in scientific and engineering disciplines. Federal research facility support programs of the 1960s and early 1970s are described as instrumental in helping to build and strengthen the academic research facility base, while the 1980s have seen few such programs. Recent studies indicate that U.S. academic research facilities have deteriorated and there is a growing need for additional research space. The roles of various key groups in supporting and investing in academic research facilities are spelle out; for example, institutions should consider greater use of debt financing, and state and local governments should encourage partnerships and consortia. A combination of funding support mechanisms should be established to provide the balanced and sustained support necessary to develop modern research facilities. The Academic Research Facilities Modernization Act calls for a competitive grant program for the repair, renovation, and, in exceptional cases, replacement of academic research facilities. Special features of the program are described. The appendix provide program guidelines (a revision of a draft published in the Federal Register April 20, 1989) that describe a two-phase annual proposal cycle for organizations seeking grants for the repair, renovation, or replacement of a research facility or facilities. A 37-item bibliography concludes the plan. (JDD)

ED 325 043 HE 023 962

Astin, Alexander W.
California Univ., Los Angeles. Higher Education Research Inst.
The Black Undergraduate: Current Status and Trends in the Characteristics of Freshmen.
PUB DATE- Jul 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Academic Achievement; Academic Aspiration; Behavior Patterns; *Black Students; College Choice; *College Freshmen; Comparative Analysis; Expectation; Higher Education; Self Concept; Socioeconomic Status; Student Attitudes; *Student Characteristics; Student Financial Aid; Values

This report presents a national profile of black college freshmen in 1989-90 and shows how these students have changed based on the past 19 surveys (1971-1989), using data on 16,000-20,000 black freshmen from the Cooperative Institutional Research Program. The study focuses on a wide variety of characteristics of black college freshmen: family background, financial aid and college choice, academic factors, behavioral patterns, aspirations and plans, expectations for college, self-concept, and values and attitudes. Although the report focuses on black-white differences, it is emphasized that the items where substantial differences were found were considerably outnumbered by items that yielded minor or no differences. Major findings include: (1) black students reported lower family incomes and education level than white students; (2) black college freshmen have experienced declining access to financial aid in the form of federal grants and have been forced to rely more on student loans; (3) low tuition was a major factor in black students' decision about which college to attend; (4) black freshmen continue to be less well-prepared for college compared to their white counterparts; (5) career choices of black students do not reflect preference for careers in the sciences or college teaching. (Nine references.) (JDD)

ED 325 132 IR 053 328

Alabama Public Library Service, Montgomery.
Alabama Public Library Service Library Directory and 1989 Statistical Report.
PUB DATE- 89
NOTE- 126p.; For the 1988 directory and statistical report, see ED 309 778.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Financial Support; Library Circulation; *Library Collections; *Library Expenditures; *Library Networks; Library Personnel; *Library Statistics; Operating Expenses; *Public Libraries; State Programs
IDENTIFIERS- *Alabama

The first section of this document consists of a directory, featuring 201 public libraries, 8 multi-county library systems, 12 single-county public library systems, and the multitype members of the Alabama Library Exchange (i.e., 8 public, 6 school, 8 academic, and 10 special libraries). Entries list the library's address and telephone number, names of a contact librarian and the chair of the board, hours open, and other information about the libraries. Library and contact librarians names are cross-referenced in a separate list. The remainder of the document is composed of individual library data. Statistics by county cover: each library system's area population; library personnel; collections--i.e., books, periodicals, microforms, film, phonograph records, audiocassettes, videocassettes, art prints, filmstrips, and computer software; operating expenses; and federal and state funds received. The libraries are then ranked by number of staff, volumes, circulation, income, expenditures, local income per capita, and total income per capital. (SD)

ED 325 161 JC 900 558

McCoy, Kay R.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
Inferred Program Costs: Occupational Programs, FY84-89. Research Brief RB90-12.
PUB DATE- Jun 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations Education; Associate Degrees; Community Colleges; Cost Effectiveness; *Cost Estimates; Cost Indexes; Educational Certificates; *Educational Finance; Evaluation Methods; *Expenditure per Student; Longitudinal Studies; *Program Costs; Program Evaluation; Two Year Colleges; *Vocational Education

The Inferred Program Cost (IPC), a program evaluation indicator in use at Prince George's Community College (PGCC), represents the cost of one student completing the curriculum requirements for a degree or certificate program/option as specified in the current college catalog. The IFP for each program is the dollar amount representing the theoretical cost of producing one graduate based on the costs of instruction in a given fiscal year. This report examines the IPC's of all occupational programs at PGCC from Fiscal Year (FY) 1984 through FY89. Among the findings presented are the following: (1) the median IPC for associate in arts (AA) programs in FY89 was $8,544, ranging from a low of $6,151 for Microcomputer Systems to a high of $18,042 for Respiratory Therapist; (2) the five allied health programs were the most costly AA options, while the three business/management programs were among the four least expensive; (3) the FY89 IPC's for certificate programs ranged from $2,029 for the Marketing Management certificate to $5,561 for the Medical Secretary certificate; and (4) Respiratory Therapist and Nuclear Medicine Technology programs showed the greatest IPC increase over the 5-year period (118% and 94%, respectively), while Criminal Justice Technology and Early Childhood Education showed the smallest IPC increases (11% and 13%, respectively). Detailed data tables are appended, presenting the IPC for all PGCC AA and certificate programs from FY 1984 through FY 1989. (JMC)

ED 325 188 JC 900 591

Levine, Deborah R.
Nassau Community Coll., Garden City, N.Y.
Evaluation of a Two-Year College Remedial/Developmental Mathematics Program.
PUB DATE- 90
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Community Colleges; Comparative Analysis; *Developmental Studies Programs; Grades (Scholastic); *Mathematics Skills; *Outcomes of Education; Pretests Posttests; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; *Student Placement; Two Year Colleges

In spring and fall 1988, a two-phase study was conducted at Nassau Community College to evaluate two courses in the mathematics program: Preparatory Mathematics (MAT 001) and Introductory Algebra (MAT 002). Pre- and post-tests for the classes were administered to assess student learning outcomes. The first phase of the study examined aspects of program placement testing and instruction, as well as student characteristics and the percentage of students reaching minimal competency. Phase two focused on student outcomes in MAT 002, student competency in subsequent mathematics courses, and the variables related to student success. Phase one results indicated that course grades in MAT 001 and MAT 002 did not appear to be related to students' scores on the placement tests; mean performance on post-tests showed a statistically significant increase in mathematics knowledge; and 33% of the MAT 001 students and 41% of the MAT 002 students did not complete the course. The results from phase two included the following: (1) pass rates for MAT 002 were substantially higher in fall 1988, a change attributed to improved test validity; (2) MAT 001 students had MAT 002 pass rates similar to those of other students; (3) course pass rates were highest for Business Administration students (86.4%) and among the lowest for Early Childhood students (38.9%); and (4) remediated students' pass rates in three of five higher level math courses were comparable to other students. Detailed data tables are included. (JMC)

ED 324 981 FL 800 260

Powell, Beth

Conflict Resolution, Communication, and Problem-Solving: Part IV of the Biloxi, Mississippi Family English Literacy Curriculum.

PUB DATE- 90

NOTE- 8p.; A publication of the Biloxi ESL/Bilingual Education Project.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; *Conflict Resolution; English (Second Language); *Family Programs; *Interpersonal Communication; Listening Skills; *Literacy Education; *Problem Solving; Role Perception; School Surveys; Student Motivation; Teacher Attitudes; Teacher Qualifications; *Teacher Role; Tutors

IDENTIFIERS- Family English Literacy; Mississippi (Biloxi)

The perceptions of tutors and instructors in the Biloxi Family English Literacy Program concerning their professional roles are summarized, and suggestions are made for improving classroom communication. Teacher responses to a survey indicate specific desirable teacher characteristics and qualifications, including interpersonal communication and problem-solving skills. Techniques for effective communication include the following: (1) active listening skills (putting oneself in the other's place, showing understanding with non-verbal behavior, restating the other's important thoughts and feelings, avoiding common communication errors, and using expressions of encouragement, restatement, reflection, summarization, clarification, and validation); (2) taking responsibility in communication (not chastising or giving orders, expressing one's own feelings in the first person, and brainstorming options and choosing solutions cooperataively); and (3) tutor activities in support of both teacher and students. Tips for retaining students by maintainig high school interest and motivation include always having another way to state or illustrate an idea, not equating students' child-like language with child-like thinking, using current events, understanding and remembering student needs and goals, having specific goals, getting consensus, being non-judgmental, and being aware of individual student situations. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 325 028 HE 023 945

Broyles, Susan G.
National Center for Education Statistics (ED), Washington, DC.
College Costs 1989-90. Basic Student Charges at 2-Year and 4-Year Institutions. Survey Report.
PUB DATE- Aug 90
NOTE- 100p.; Data Series: DR-IPEDS-89/90-8.21.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130) Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; Colleges; *Expenditure per Student; Higher Education; In State Students; Out of State Students; Paying for College; School Choice; Statistical Data; Statistical Surveys; *Student Costs; *Tuition; Two Year Colleges; Universities

Statistics collected during the 1989-90 school year are provided concerning the tuition and fees, and the room and board charges required of full-time students at nearly 4,000 colleges within the United States. The report is intended to provide an indication of what a typical student should expect to pay to attend college and is designed for comparative purposes only. The college costs are divided into two sections: the first section deals with all institutions offering programs of at least 2 years but less than 4 years duration; the second section lists institutions offering a bachelor's degree or higher. Schools are listed alphabetically by state within each section. Following each state listing is the state average for each category of cost, based on the number of institutions reporting such charges. (GLR)

ED 325 058 HE 023 978

White, Linnea
Undergraduate Competencies Which Faculty Value.
PUB DATE- 89
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Attitude Measures; Behavior Rating Scales; College Faculty; *Competency Based Education; Higher Education; Individual Development; Opinions; Research Methodology; *Student Characteristics; *Student Evaluation; *Teacher Attitudes; *Undergraduate Students
IDENTIFIERS- *Drake University IA

A research study examined what behaviors faculty members valued in undergraduate students at Iowa's Drake University, as well as what general competencies faculty members feel an undergraduate should attain. A questionnaire sent to 364 faculty members with direct student contact asked their ratings of 111 behaviors in evaluating their students. A total of 145 persons completed the questionnaire for a return rate of 39.9 percent. Eighteen factors were chosen to represent the competencies or skills which integrate or most closely capture the underlying theme of the behaviors. Analysis of the results showed that among the most important behaviorally-defined factors that faculty looked for in evaluating their students was behavior that revealed strong personal development such as identifying values and seeking information and experiences relevant to self-definition; an aptitude for research activities indicated by the ability to conceptualize relationships and develop theoretical frameworks; conscientiousness; and self-confidence. However, because 60 percent of the faculty were not represented in this survey, these findings may not only be unrepresentative of Drake University students as a whole but would probably not totally apply to students at other universities. Yet, the research method is one that any institution of higher education might usefully employ to help design educational programs and activities that develop those performances and characteristics which are most desired. Contains 27 references. (GLR)

ED 325 074 IR 014 658

Dwyer, David C.; And Others
The Evolution of Teachers' Instructional Beliefs and Practices in High-Access-to-Technology Classrooms.
PUB DATE- 90
NOTE- 48p.; Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Classroom Environment; *Computer Assisted Instruction; Computer Simulation; *Educational Change; Elementary Secondary Education; Faculty Development; Hypermedia; Instructional Effectiveness; Instructional Innovation; *Microcomputers; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Apple Classrooms of Tomorrow

Beginning in 1985, Apple Computer, Inc., and several school districts began a collaboration to examine the impact of computer saturation on instruction and learning in K-12 classrooms. The initial guiding question was simply put: What happens when teachers and students have constant access to technology? To provide "constant access," each teacher and student in the project received two computers, one for the home and one for the classroom. This paper describes the program, Apple Classrooms of Tomorrow (ACOT), and reports on the instructional evolution that occurred in those classrooms. The personal struggles of teachers who came to confront the nature of learning and consequently, the efficacy of their own instructional practices, are examined in detail through individual journal entries. This paper also places the innovative ACOT program in a broader perspective on educational change and draws implications for the support and development of teachers engaged in significant reform projects. (67 references) (DB)

ED 325 090 IR 014 676

George Mason Univ., Fairfax, VA. Center for Interactive Educational Technology.
CBI Project Evaluation Phase II: Data Analysis Results.
SPONS. AGENCY- Dependents Schools (DOD), Washington, D.C.
PUB DATE- 26 Dec 89
NOTE- 182p.; Phase I not available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Federal Programs; Inservice Teacher Education; Military Organizations; *Needs Assessment; *Program Evaluation; *Questionnaires; School Surveys; Secondary Education; *Student Teacher Attitudes
IDENTIFIERS- Dependents Schools

This report contains the data and results of a study conducted in each of the five Department of Defense Dependents Schools worldwide concerning uses of and attitudes about computers in the classroom. Questionnaires were distributed to 6,850 students in grades 5 to 12 and to 543 computer-based instruction (CBI) project teachers. Highlights of the analyses of the responses from 3,851 students and 522 teachers included the following: (1) students exhibited mildly positive overall attitudes about computers with males displaying more positive attitudes than females in grades 5 and 6, and those with non-school access to computers more positive attitudes than their peers; (2) teachers were uniformly positive about computers across regions, grade levels, genders, and school sizes, and they agreed that computers contributed to student creativity and productivity, as well as to increased teacher productivity; (3) teachers expressed a need for more inservice on how to take advantage of whole-group and small-group instruction with computers; (4) top inservice needs cited were learning what other teachers are doing, finding out what software is available, and learning how best to integrate computers into their classrooms; and (5) the optimal student-to-computer ratio was reported to be two to four students at a computer, varying according to subject areas such as computer literacy or writing that might require more individual use of a computer. Data are reported in both narrative and tablular formats. The appendices contain guidelines and a checklist for regional project coordinators participating in the survey, the questionnaire and anecdotal record forms for teachers at CBI demonstration sites, and the student questionnaire. (DB)

ED 325 105 IR 014 708

Franklin, Sharon, Ed.; Strudler, Neal, Ed.
International Society for Technology in Education, Eugene, OR.
Computer Integrated Instruction Inservice Notebook: Elementary School.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 89
NOTE- 231p.; For related documents, see IR 014 709-711. The accompanying 800K Macintosh diskette is not included in this document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Educational Change; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; Instructional Innovation; Postsecondary Education; *Teaching Methods; Word Processing

The purpose of this notebook is to assist educators who are designing and implementing inservice education programs to facilitate the effective use of computer integrated instruction (CII) in schools. It is divided into the following five sections: (1) Effective Inservice (a brief summary of inservice literature focused on inservice dimensions and design principles); (2) Background Information (an overview of computers in education and a discussion of the roles of computers in problem solving); (3) Initiating/Planning an Inservice (suggestions for preliminary planning and activities and a sample timeline for those activities); (4) An Eight-Session Elementary School Inservice (2-hour sessions on interpreting data with graphs, integrating graphing software with existing materials, unstructured and structured data, structuring and analyzing data, database and word processing, prewriting activities with word processing, process writing conferences and Formula Vision, and revising and editing with a word processor); and (5) Instruments and Evaluation (a variety of instruments for needs assessment, formative evaluation, and summative evaluation). Each 2-hour elementary school inservice session contains some or all of the following: narrative overview, script (topics, objectives, materials, activities), timeline, handouts, and readings. Also included are appropriate articles from issues of "The Computing Teacher," and a Macintosh diskette. References are listed in the first three sections. (DB)

ED 325 147 JC 900 508

Falcone, Andrew J.
Metropolitan Community Colleges of Kansas City, Mo.

Project Pathways: A Longitudinal Investigation of Academic Persistence. Interim Report.

PUB DATE- Sep 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Persistence; Black Students; Community Colleges; Dropout Research; *Dropouts; Enrollment Trends; Longitudinal Studies; School Holding Power; *Stopouts; Student Attrition; *Student Characteristics; Student Educational Objectives; Terminal Students; Two Year Colleges; *Two Year College Students

A longitudinal study was conducted of enrollment patterns and student persistence at the Metropolitan Community Colleges of Kansas City, Missouri. The entire fall 1987 first-time freshman population of 2,994 students was followed from entry through spring 1989 to identify patterns in the enrollment and characteristics of persisters, dropouts, and stopouts. Major findings of the study were as follows: (1) only 4.7% of the fall 1987 freshman population received a certificate or degree in the 2-year period; (2) 27.7% of the group were continuously enrolled for all four terms, and, of these students, 15.3% received a certificate or degree; (3) 8.6% were enrolled for three consecutive semesters, and 23% were enrolled for two consecutive semesters; (4) 9.9% stopped out for one or more semesters and subsequently reenrolled; (5) black students represented 12.2% of the freshman group as a whole, but only 9.2% of the continuously enrolled students; (6) females, who represented nearly 58% of the fall 1987 freshmen, were overrepresented in first-semester dropouts and groups with disrupted enrollment patterns; (7) students who were continuously enrolled had the highest grade point averages (GPA's) and completed twice as many credit hours as any other group; and (8) the intention to take only selected courses was related to enrollment for fewer semesters and lower GPA's. (GFW) (JMC)

ED 325 175 JC 900 577

Holleman, Margaret, Ed.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
The Role of the Learning Resources Center in Instruction. New Directions for Community Colleges, Number 71.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 120p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Audiovisual Aids; *College Libraries; College Outcomes Assessment; Community Colleges; Computer Uses in Education; Curriculum Development; Developmental Studies Programs; *Educational Media; Educational Technology; Extension Education; *Instructional Materials; International Educational Exchange; *Learning Resources Centers; Library Science; Professional Development; Self Evaluation (Groups); Telecourses; Two Year Colleges

With the availability of technologically advanced instructional delivery systems, and the educational reform efforts of state and federal governments, the role and importance of community college learning resource centers (LRC's) have expanded tremendously since their experimental beginnings in 1939. This volume contains the following articles describing the involvement of LRC's in instruction: (1) "Linking the LRC with Student Assessment," by Gloria Terwilliger; (2) "Vital Connections: Composition and Bibliographic Instruction Theory in the LRC," by Lori Arp and Kathleen Kenny; (3) "Role of the LRC in Developmental and Literacy Education," by Margaret Holleman, Julie Beth Todaro-Cagle, and Barbara Murray; (4) "The LRC's Role in Helping Faculty Internationalize the Community College Curriculum," by Liz Bailey, Nancy E. Buchanan, and Margaret Holleman; (5) "LRC-Based Professional Development," by Howard Major; (6) "LRC Support for Off-Campus Education," by W. Lee Hisle; (7) "Telecourses: Instructional Design for Nontraditional Students," by Theodore W. Pohrte; (8) "Active Learning and the LRC," by Richard L. Ducote, Alicia T. Tibbals, and Steven E. Prouty; (9) "LRC Microcomputer Services for Instructional Support," by Michael D. Rusk; (10) "Self-Study Methods for the Library and the LRC," by Antoinette M. Kania; (11) "A Survey of User Education Programs in Community College LRC's," by Eileen Dubin; and (12) "The Instructional Role of Two-Year College LRC's," by Lisa Raufman, Dana Nicole Williams, and Anita Colby. (GFW)

ED 325 217 PS 019 142

Stevenson, Carol; And Others
Child Care Law Center, San Francisco, CA.
Family Day Care Zoning Advocacy Guide.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 89
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Advocacy; Check Lists; Community Action; Community Information Services; *Community Relations; *Community Zoning; *Court Litigation; Early Childhood Education; *Family Day Care; Guidelines; *Local Legislation; Referral; *State Legislation
IDENTIFIERS- Fact Sheets; Use Permits

Designed to help family day care providers and the agencies that support them reform local zoning laws that make it difficult or impossible to legally care for children in their homes, this guide outlines the process of obtaining a use permit, changing local laws, and strategizing for the passage of state legislation that preempts local laws. A brief introduction is followed by sections on: (1) local zoning laws and zoning decision makers; (2) the process of educating decision makers about family day care; (3) ways to counter community resistance; (4) the process of obtaining a zoning permit; (5) the process of changing local law; (6) legal challenges; and (7) the process of enacting state preemption laws. Nine appendices include a child care fact sheet, a national directory of child care resource and referral agencies, a list of selected child care resource organizations, a selection from the San Mateo (California) County text amendment procedure for the amendment of the county's ordinance code, the City of San Bruno's (California) brochure on the city's use permit, a statement of the American Planning Association's policy implementation principles on the provision of child care, a state-by-state guide to family day care zoning preemption legislation, examples of model language for state preemption laws on family day care, and a checklist for use in the development of legislation. (RH)

ED 325 247 PS 019 214

Ferrentino, Michael P.

Increasing Social Competence in Kindergarten and First Grade Children through Modeling and Practice in a Self-Motivating Play Group.

PUB DATE- 90
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperation; *Elementary School Students; Grade 1; *Interpersonal Competence; Kindergarten Children; *Modeling (Psychology); *Play; Primary Education; *Prosocial Behavior; *Student Improvement

A behavior management specialist implemented a practicum intervention designed to increase prosocial behavior and positive peer interaction among kindergartners and first graders by means of student participation in a self-motivating play group. Five students attended a daily play session in block and housekeeping play settings that had been established for the purposes of motivating student activity and increasing appropriate play with toys, and increasing socially competent behaviors relevant to classroom expectations. Sessions were videotaped. Students were able to expand on their skills and were free to take risks without fear of rules imposed by adults. Before each play group session, students sat on the floor with a participating teacher and planned their involvement. Students concentrated on the area they preferred to play in, the materials they wanted to play with, the actions they proposed to undertake with the materials, and the students they wanted as playmates. When situations involving inappropriate behaviors arose, students were shown their behaviors on tape. Immediately afterwards, appropriate ways to play and interact were taught and modeled. After students practiced modeled behaviors, they viewed their taped behaviors and discussed their involvement. Practicum evaluation data indicated increases in social competence. Related materials are appended. Citations number 43. (RH)

ED 324 845 EC 232 190

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
Preschool Children. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 5p.; For related documents, see EC 232 187-195.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Cognitive Development; Communication Skills; *Computer Assisted Instruction; *Computer Uses in Education; *Disabilities; *Input Output Devices; Instructional Material Evaluation; Language Acquisition; *Media Adaptation; Preschool Education; Speech Synthesizers

One of nine brief guides for special educators on using computer technology, this guide focuses on uses with preschool children with either mild to severe disabilities. Especially noted is the ability of the computer to provide access to environmental experiences otherwise inaccessible to the young handicapped child. Appropriate technology for this age group, such as alternative input devices and alternative output devices, is explained, and the role of the computer in helping provide a more natural play environment is described. Suggestions are offered for using the computer to help the child develop communication, language, and cognitive skills. Ways to use the computer for assessment and to increase preschooler access to programs are pointed out. Features of good software for preschools include: clear, concise documentation; sound educational value; uncluttered, interesting use of color, graphics, and sound; adaptability; limited key input or alternative device usage; and data collection capability. A glossary of 14 terms is provided, as are lists of seven recommended readings, five periodicals, five software resources, six alternative input software resources, three speech synthesizers, three input devices, and five switch manufacturers. (DB)

ED 324 858 EC 232 403

Ronnau, John; And Others

Kansas Univ., Lawrence. School of Social Welfare.

Resource Training Manual for Family Advocacy Case Management with Adolescents with Emotional Disabilities.

SPONS. AGENCY- Kansas State Dept. of Social and Rehabilitation Services, Topeka. Div. of Mental Health Services.

PUB DATE- Jul 88

NOTE- 154p.; For the companion manual, see EC 232 404. Print quality of appended materials is variable.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; *Child Advocacy; Counseling; Delivery Systems; *Emotional Disturbances; *Evaluation; Family Environment; Family Life; *Intervention; Models; Postsecondary Education; Social Workers; Staff Role; *Teaching Methods

IDENTIFIERS- *Case Management

This training manual for social work practitioners is based on the Family Advocacy Model of Case Management, which states that case management with adolescents contains two important elements: work with the adolescent and work with those responsible for his/her care. This manual deals with the first of two elements and is designed to be used in conjunction with the companion "Training Manual for Family Advocacy In-Home Services," which explains work with adolescents' caregivers. The manual contains 19 units for trainees, each with objectives, activities, and background information. Units include, among others: description of the population to be served and the case management model; program objectives in terms of client outcomes, productivity measures, and staff morale; expectations of clients and case managers; role of the case manager; assessment through the life domains of family functioning; the goal setting process; action plans and monitoring; intervention strategies; the importance of relationship; affective involvement; key actors in the case management model; and making the most of group supervision. Appendices contain assessment tools (family's perspective form, collateral list and plan, youth's perspective form, and youth quality of life assessment); outcome monitoring tools (client contact record and goal planning form); client satisfaction measurement tool; staff morale tools (agenda for case discussions, worker's group supervision assessment, and supervisor's assessment of group supervision); a list of common characteristics exhibited by youth with emotional disabilities; and a statement of the educational rights of youth with emotional disabilities. Includes 17 references. (JDD)

ED 324 888 EC 232 483

Parette, Howard P., Jr., Ed.
Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.
Assistive Technology Guide for Young Children with Disabilities. Partnerships in Planning for State Technology Service Delivery. Project TAARK.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 90
NOTE- 56p.; For related documents, see EC 232 479-482.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Child Advocacy; *Disabilities; *Early Intervention; *Financial Support; Parent Education; Parent Participation; Parent Rights; *Technology; *Young Children
IDENTIFIERS- Arkansas

The guide, intended to complement developed curricula for parents, professionals, and consumers concerning access and use of assistive technology, focuses on appropriate technology for young children with disabilities. A question and answer format is used to address: terms used in the guide, service considerations (e.g., the role of evaluation in determining early intervention needs); selection of technology including personal and technology factors, funding for technology, parent and child rights, advocacy for technology, funding sources, and advocacy contacts in Arkansas. Sample questions posed include: Why is the evaluation process important for technology? What technology is best for the young child? How much will the technology really cost? What happens when the device breaks? Who pays for the technology a young child needs? What is advocacy? Is it important to keep records about activities done to help the child get needed technology? Each section is concluded with a summary of key points. Also provided is a checklist of questions to ask about technology and a checklist for advocacy activities. (DB)

ED 324 902   EC 232 636

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.
Youth Categorized as Multiply Handicapped, Statistical Almanac, Volume 10. The National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 375p.; For related documents, see EC 232 627-635.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Multiple Disabilities; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 744 students (ages 13-21) with concomitant impairments, the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments (does not include deaf/blind). The study involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study and the research methodology. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 934 FL 018 916

Miller, Fred; Jedan, Nancy

Eight Strategies for Achieving Integration of Language and Business Instruction.

PUB DATE- 89

NOTE- 12p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accrediting Agencies; *Business Administration Education; College Faculty; *Faculty Development; Higher Education; *Interdisciplinary Approach; *Interprofessional Relationship; Languages for Special Purposes; *Language Teachers; Second Language Instruction; Standards; *Teacher Exchange Programs

IDENTIFIERS- *American Assembly Collegiate Schools of Business

While the need to incorporate language competence into academic programs in business schools is widely acknowledged, so too is the difficulty of forging the faculty alliances needed to achieve this integration. For both language and business faculty, traditional demands of the disciplines, personal training and backgrounds, and the institutions' organizational structures have all been obstacles to effective interaction. Strategies for breaking through those barriers and forging interdisciplinary alliances include the following: (1) recruitment of "moles," or departmental champions of the cause; (2) imaginative use of guest speaker and lecture programs; (3) use of the accreditation and professional development standards set out by the American Assembly of Collegiate Schools of Business; (4) gradual development of academic programs; (5) use of business faculty in language courses and language faculty in business courses; (6) stimulation of business faculty involvement in study-abroad programs; (7) identification and exploitation of joint research opportunities; and (8) use of existing internal professional development programs to educate faculty in the other disciplines. (Author/MSE)

ED 324 949 FL 018 931

Calliabetsou, Penelope

La definition des besoins langagiers des adolescents: Un probleme delicat (The Definition of Adolescent Language Needs: A Delicate Problem).

PUB DATE- Apr 90

NOTE- 20p.; Paper presented at the Meeting of the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).

LANGUAGE- French

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Communication (Thought Transfer); *Educational Objectives; Foreign Countries; *Language Role; *Relevance (Education); Secondary Education; Second Language Instruction; *Second Language Learning; *Student Needs

A discussion of the language needs of adolescents as they relate to second language instruction suggests that for this large population of learners, language needs have not really been considered seriously. It is also proposed that because of the fluidity of the term "language needs," the focus should instead be on second language communication needs, a more dynamic and realistic approach. Further, native language communication needs and second language communication needs may be interchangeable for this group. Research and curricula centering on true adolescent communication needs can address their social group, the social subculture to which an individual belongs and its interaction with other adolescent subcultures, and an intercultural macrocosm. The latter may be addressed successfully with an interactional, multi-media approach. It is concluded that as the field of second language instruction evolves, it is necessary to find new, more effective, and more realistic approaches centered on adolescents. A brief bibliography is included. (MSE)

ED 325 012 HE 023 929

Advisory Committee on Student Financial Assistance, Washington, DC.
Ensuring Access: Challenges in Student Aid in the 1990s. A Report.
PUB DATE- Jul 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Delivery Systems; *Federal Legislation; Federal Programs; Higher Education; *Need Analysis (Student Financial Aid); Policy Formation; Public Policy; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Higher Education Act Amendments 1986

This report outlines the progress and the plans of the Advisory Committee on Student Financial Assistance, a group created by the 1986 amendments to the Higher Education Act to strengthen the federal student aid programs to ensure equal opportunity through access to postsecondary education. The report begins with descriptions of the Title IV programs of the Higher Education Act which authorize postsecondary student financial assistance, the structure and agenda of the Advisory Committee, and the Advisory Committee's reauthorization activities. Four issues dominating the Advisory Committee's agenda during its first 2 years are discussed: the new formula for need analysis, Congressional Methodology (CM); the structure and costs of multiple data entry processing; institutional lending in the Stafford student loan program; and the rising level of student loan defaults. The report documents issues that should be considered by Congress during the next reauthorization of the Higher Education Act. These issues include need analysis and the delivery system; information resources, services, and programs; and studies, surveys, and analyses. A list of members and staff and a copy of the authorizing legislation for the Advisory Committee on Student Financial Assistance conclude the report. (JDD)

ED 325 044 HE 023 963

International Association of Universities, Paris (France).
Universality, Diversity, Interdependence: The Missions of IAU. Policy Outline 1990-1995. International Association of Universities General Conference (9th, Helsinki, Finland, August 5-11, 1990).
PUB DATE- Aug 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Policy; Futures (of Society); Higher Education; *Institutional Mission; International Cooperation; *International Educational Exchange; *International Organizations; International Programs; Organizational Objectives; *Policy Formation
IDENTIFIERS- *International Association of Universities

This policy outline was issued to guide the work of the International Association of Universities (IAU) as it develops policy for the further development of services, outreach, and partnerships. Services being rendered or developed by IAU's International Universities Bureau are described to provide a departure point for policy considerations. These activities include the IAU/Unesco Information Centre on Higher Education, TRACE (Trans Regional Academic Mobility and Credential Evaluation Information Network), the Clearinghouse for Academic Resource Information Networks, research on higher education, a scholarly journal titled "Higher Education Policy," studies and meetings, the University Based Critical Mass System for Information Technology, exchange of materials and persons, the International Student Identity Card, International Academic Card, International Currency Clearing System, and development of a "virtual international university" network. A discussion of the development of outreach and partnerships focuses on: membership; services to non-members; appropriate delivery structures for services; adequate resources; development of a privileged cooperative relationship among IAU's Associate Members, Unesco, and United Nations University; and increased efficiency of international cooperation. This policy discussion is then placed in the perspective of a future "IAU 2000." (JDD)

ED 325 119 IR 053 297

Technology Management Corp., Alexandria, VA.
Projection of Network Costs for Service Functions. Phase I Report, Volume I.
SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- 8 Jun 90
NOTE- 47p.; Appendixes 5-7 use small type font.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Disabilities; *Library Expenditures; *Library Materials; *Library Networks; *Library Services; Library Statistics; Library Surveys; National Programs; *Operating Expenses; Public Libraries; Regional Libraries; State Programs; Tables (Data); Visual Impairments
IDENTIFIERS- *Cost Projections; *National Library Service for the Blind

The National Library Service for the Blind and Physically Handicapped (NLS) commissioned a study to determine the baseline costs of operation for the network of libraries and agencies that provide braille, playback machine, and recorded book services to patrons of the free national program. A 15-year projection of costs was also prepared. The approximate costs of network operations for the federal fiscal year 1989 were $3,154,000 for braille book services, and $7,724,000 for playback machine services, and $30,181,000, for recorded book services, for a total of $41,058,000. These numbers represent expenses incurred by state, local, and private agencies in the network, and exclude costs for materials or equipment, which were covered by the NLS. The NLS also incurred approximatley $805,000 in costs for its multistate centers (MSCs). In fiscal year 1989, the network consisted of 56 regional libraries, 92 subregional libraries, 8 machine lending agencies, and 3 MSCs. The 15-year projection of network costs was based on the cost behavior of 35 sample sites, operational statistics as reported to NLS by network libraries and agencies, and unit occupancy costs compiled by the General Services Administration (GSA). Independent mathematical relationships relating the costs for the sample sites to their associated operational statistics were developed for regional and subregional libraries for the three services under study and for three major cost categories: labor, occupancy, and all other costs. It is projected that costs in the 15th year will have increased to $91,601,419 ($6,134,726, $17,415,106, and $68,051,587 for braille book, playback machine, and recorded book services respectively). Supporting data and cost prediction models are appended. (SD)

ED 325 202 PS 018 992

Mason, Jana M.; And Others
Illinois Univ., Urbana. Center for the Study of Reading.
Shared Book Reading in an Early Start Program for At-Risk Children. Technical Report No. 504.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Failure; Comparative Analysis; *High Risk Students; *Language Acquisition; *Literacy Education; *Preschool Children; Preschool Education; *Reading Instruction; Reading Skills; *Student Improvement; Urban Schools; Writing Skills
IDENTIFIERS- Early Start Preschool Program; *Letter Naming; Prereading Skills; Shared Book Reading
Schools typically place a high value on the dominant middle-class approach to becoming literate: they expect all children to arrive at school familiar with books and able to discuss stories. However, community use of printed materials varies, resulting in a large number of nonmainstream children deemed at risk for school failure at an early age. In an effort to address this situation, a study examined the effects of including shared book reading activities in an urban preschool program that identified at-risk children through assessment of child and family characteristics. A year-long intervention supplemented the regular program with weekly classroom reading and sharing of simple books; use of book topics for writing and dramatic play; and shared book reading by parents and children at home. The study employed a quasi-experimental control design with multiple converging measures of children's knowledge of language and literacy constructs and parent questionnaire responses. Multivariate and univariate analyses revealed that literacy development can be fostered through the incorporation of shared book reading. Pre- and posttest comparisons also revealed that at-risk children can make substantial growth in language development, print concept awareness, letter knowledge, writing, and reading abilities. (Author/RH)

ED 325 232 PS 019 174

Moore, Evelyn K.
National Black Child Development Inst., Inc., Washington, D.C.

Increasing Parental Involvement as a Means of Improving Our Nation's Schools.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 26 Oct 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Black Youth; Early Childhood Education; Educational Improvement; Elementary Secondary Education; Guidelines; *Models; *Parent Participation; Parent Role; Parents as Teachers; *Parent School Relationship; Racial Bias; Resource Materials; School Readiness; School Role; Social Class; Teacher Attitudes; Volunteers
IDENTIFIERS- *Barriers (To Participation)

Discussion focuses on models of and approaches to meaningful parent involvement in the education of their children and themselves; the need for innovation in family-school relationships; and five barriers that prevent or impede parent involvement. Models include those derived from early childhood education and school partnerships with parents as policymakers, as volunteers in the program, and as facilitators of children's development. Barriers include physical or psychological distance between teachers and parents, lack of teacher training, race and class biases, limited views of parental involvement, and perceptions of the school as limited to the provision of instruction. Concluding remarks emphasize that the creation of an atmosphere of cooperation and understanding between schools and parents will require a dramatic change in the way in which our nation views its schools. It is pointed out that if children are to meet new academic challenges and realize success, the nation's schools must evolve to the point where parents and schools capitalize on each other's knowledge and abilities. Mutual partnership between parents and schools will ensure that all children arrive at school each day ready to receive an education. Appended is a parent resource guide describing 18 experiences that promote children's development and prepare them for school. (RH)

ED 324 873 EC 232 418

Vatterott, Madeleine

The Development of the Missouri Automated Reinforcer Assessment (MARA).

PUB DATE- 30 May 90

NOTE- 9p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adaptive Behavior (of Disabled); Adults; *Behavior Disorders; *Behavior Modification; *Computer Software; *Contingency Management; Evaluation Methods; Individual Differences; *Positive Reinforcement; Program Development

IDENTIFIERS- *Choice Behavior; *Missouri Automated Reinforcer Assessment

A knowledge of an individual's preferences is essential to create an effective reward or reinforcer program for individuals who have either a need to reduce maladaptive behaviors or to increase adaptive behaviors. The goal of the Missouri Automated Reinforcer Assessment (MARA) project is to develop an efficient yet thorough automated reinforcer assessment that would systematically assess an individual's preferences and provide an easily understood, written summary of the findings. The development of the MARA will require four phases: Phase 1 involves the collection of items to be used via an open-ended questionnaire; Phase 2 involves the development, programming, and testing of MARA; Phase 3 will be a retest; and Phase 4 involves the application of reinforcers for actual behavior programs. Data collected thus far from 14 adult subjects with brain trauma, chronic schizophrenia, or mental retardation indicate definite specific preferences for items and events. Most subjects preferred a smaller, immediate reinforcer to a larger, delayed one. Includes 12 references. (JDD)

ED 324 919 FL 018 890

Love, Alison

Teaching Communication Skills to Science Students at Tertiary Level in Zimbabwe: Teaching "Scientific Discourse" or "Textualisation"?

PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *English (Second Language); *English for Science and Technology; *Error Patterns; Foreign Countries; Generalization; Higher Education; *Language Proficiency; Language Styles; *Science Instruction; Second Language Instruction; *Technical Writing
IDENTIFIERS- *Zimbabwe

In Zimbabwe, university students continue to have problems with scientific communication despite the fact that English is a widely-used second language and students have received most formal science instruction in English. However, the problems differ from those of both students of English as a foreign language and students studying their first language. Problems are more commonly performance than competence errors, and students' language skills need to be developed in tandem with their cognitive skills. Students exhibit a variety of problems in expressing scientific propositions appropriately. They frequently make propositions that are inaccurate because they are expressed with an inappropriate degree of generalization, usually overgeneralizing. Students may overqualify a theory or use unnecessary conditionals, suggesting lack of confidence in some generalizations. They may also have difficulty expressing indefinite reference in a generalization or expressing the relationship between theoretical predictions and experimental results. Some of the problems are primarily linguistic, but many relate to the requirements of scientific discourse as it embodies scientific method. English for science and technology must be taught as an extension of science education. (MSE)

ED 324 997 HE 023 653

NAACP, Rockville, MD. Montgomery County Branch.

African-American Men and Higher Education in Maryland. Addressing the Future. Findings and Recommendations of the Task Force To Address the Decline in Enrollment and Graduation of the Black Male from Institutions of Higher Education.

PUB DATE- Jan 90
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Persistence; *Black Students; *College Admission; College Graduates; Data Analysis; Dropout Research; *Educational Attainment; Elementary Secondary Education; Enrollment; Higher Education; *Males; Preschool Children; Research Methodology; Student Educational Objectives; Trend Analysis
IDENTIFIERS- *African Americans; *Maryland

Original data is presented which examines some of the factors that contribute to the low number of African-American males receiving baccalaureate degrees in Maryland. The data represents findings which resulted from research by an appointed task force; a "Town Meeting" of students, parents, and other interested adults; consultation with persons who have expert knowledge of the subject; and a specially designed and administered survey of 955 students who are expected to graduate either in 1990 or in the 1992-93 school year from Baltimore City Public Schools (n=866) or Montgomery County Public Schools (n=89). The report is divided into two separate parts. Part 1 presents an overview of state data directly related to the issue of black male college enrollments. Part 2 examines cross cutting issues and school related factors, both elementary and secondary, which have a direct impact on college attendance of African-American males. Among the questions under investigation are: (1) do the current practices of academic tracking contribute to the low college enrollments? (2) what happens to a child prior to his entry into the formal schooling process? and (3) what happens to a child during the formal school years outside of school? Contains 30 references. (GLR)

ED 325 029 HE 023 946

Harris, Robert L., Jr.; And Others
Ford Foundation, New York, N.Y.
Black Studies in the United States. Three Essays.
PUB DATE- Jun 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *African Studies; Black Culture; Black History; *Black Studies; *College Instruction; Course Evaluation; Curriculum Development; Curriculum Research; *Ethnic Studies; Higher Education; Surveys

Three essays are presented that discuss, in general terms, information that was collected in 1987-88 concerning the current status of black studies in the United States. The researchers were invited to survey selected black studies departments, programs, institutes, and centers judged to be representative of the structural diversity and programmatic scope of Afro-American and Africana studies across the country; to evaluate their present capacities and strengths; and to assess their future needs. Since the conversations on which this material is based were confidential it could not be reported in full; however, the essays contain substantial amounts of general information. The essays are entitled: "The Intellectual and Institutional Development of Africana Studies" (Robert L. Harris, Jr.); "Black Studies: An Overview" (Darlene Clark Hine); and "Black Studies in the Midwest" (Nellie McKay). (GLR)

Helsel, Sandra
Interactive Optical Technologies in Education and Training Markets.
PUB DATE- Feb 90
NOTE- 10p.; Paper presented at the Society for Applied Learning Technology (Orlando, FL, February 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *Courseware; Educational Innovation; Elementary Secondary Education; Hypermedia; *Industrial Training; *Interactive Video; *Management Development; Material Development; Microcomputers; *Multimedia Instruction; Postsecondary Education
IDENTIFIERS- Apple Macintosh; HyperCard; InfoWindow (IBM)

Four major education and training markets for multimedia products are: (1) industrial training; (2) management and professional education; (3) medicine and the health sciences; and (4) formal education, including public, higher and adult education. The industrial training market refers to the development of nonmanagerial, technical, and non-technical skills in industry, and focuses on specific applications. Interactive optical technologies have not yet been widely used for training purposes by U.S. businesses because of the incompatibility between hardware systems and the lack of courseware. Courseware development, however, has grown in the managerial and professional marketplace where problem solving and other thinking skills must be taught. International Business Machines' (IBM) InfoWindow has become the standard for videodisc training. The health sciences provide a further market for videodisc programs, and for IBM programs in particular. IBM provides support to the Healthcare Interactive Videodisc Consortium, a group of medical and nursing schools that are developing interactive videodisc instruction for healthcare training. Macintosh computers and Hypercard programs are also becoming popular in the medical education field. Although Hypercard use has grown in the field of formal education over the last decade, education's traditional reluctance to accept new materials or methodologies has hampered the growth of the public education and higher education marketplaces for optical media. Patterns for the development of courseware include vendor-developed and in-house development in all four marketplaces. (5 references) (DB)

ED 325 133   IR 053 329

Alabama Public Library Service, Montgomery.
The ALIN Manual. The Alabama Public Library Service Interlibrary Loan Manual. Second Edition.
PUB DATE- Jun 90
NOTE- 257p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Academic Libraries; *Administrative Policy; Higher Education; *Interlibrary Loans; Library Cooperation; Library Guides; *Library Networks; Library Services; *Public Libraries; *Shared Library Resources; Special Libraries; State Libraries; State Programs; *Union Catalogs
IDENTIFIERS- Alabama Interlibrary Catalog; *Alabama Library Information Network; Alabama Public Library Service; Alabama Union List of Serials

The purpose of this manual is to assist libraries throughout Alabama in requesting materials and information through the Alabama Library Information Network (ALIN). Designed as part of an ongoing effort that will be updated, the guide contains profiles of the interlibrary loan policies from academic, public, special, and junior college libraries who are contributors to the Alabama Interlibrary Catalog (ALICAT), a computer-output-microfiche union catalog, and/or the Alabama Union List of Serials (AULS), which is published in microfiche and in print. The first three parts of the manual cover: (1) the structure, tools, and services of ALIN; (2) procedures for using ALIN; and (3) the network components of the system, i.e., the Alabama Public Library Service and Reference and Interlibrary Loan (RILL) Service Centers. The fourth part presents holding symbols for ALICAT contributors, holding codes of AULS contributors cross-referenced to ALICAT codes, OCLC symbols cross-referenced to ALICAT codes, and the interlibrary loan policies of the 94 contributor libraries. Appended matter includes a 13-item glossary; the 1988 revised "Interlibrary Loan Code for the State of Alabama"; the "National Interlibrary Loan Code, 1980"; a list of microform collections available from the Alabama Public Library Service (APLS); guidelines for telefacsimile use within Alabama; and rules and regulations for APLS net-lending programs. (SD)

ED 325 162 JC 900 559

Clagett, Craig A.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

Credit Headcount Forecast for Fall 1989-90: Component Yield Method Projections. Planning Brief PB90-3.

PUB DATE- Aug 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Transfer Students; Community Colleges; Enrollment Influences; *Enrollment Projections; *Enrollment Trends; Expectancy Tables; Models; *Predictive Measurement; Predictive Validity; *Predictor Variables; Research Methodology; Two Year Colleges

In forecasting its fall credit headcounts, the Office of Institutional Research and Analysis at Prince George's Community College (PGCC) utilizes the Component Yield Method (CYM), an enrollment projection model developed by the college's planning analyst in the early 1980's. By disaggregating enrolled students into multiple groups, each with an independently calculable enrollment forecast, a greater degree of accuracy is permitted in headcount forecasts as changes in any component can be factored separately into total retention figures. The following seven yield rates are used to forecast fall credit headcounts: (1) retention rate from prior spring; (2) enrollment rate of new graduates of county high schools; (3) percentage of county high school students concurrently enrolling at PGCC; (4) enrollment rate of county residents other than current year high school graduates; (5) enrollment rate of residents of neighboring jurisdictions; (6) PGCC readmission rate; and (7) rate of transfer from other institutions. A baseline or "stable rates" forecast is made each year using yield rates based on the previous 3 years. With an assumption that all yield rates will remain unchanged from those realized in fall 1988, the CYM forecasts fall 1989 credit headcount of 13,831, nearly a 3% increase from fall 1988. Projected fall 1990 headcount is 13,988. An alternate headcount projection, seeking to account for unusually high expected transfers and readmissions, was obtained by using 1986-88 "stable-rates" averages. Examples of how the CYM operates when there are variations in specific yield rate categories, and data tables are included. (GFW)

ED 325 189 JC 900 594

Knight, Carol Lynn H.
Teaching for Thinking in History and the Social Sciences.
PUB DATE- 12 Oct 89
NOTE- 18p.; Paper presented at the Preconference Workshop, "What Current Curricular Trends Tell Us About General Education," held prior to the Annual Convention of the Virginia Community College Association (7th, Roanoke, VA, October 12-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Community Colleges; *Course Content; *Critical Thinking; *Curriculum Enrichment; *Decision Making Skills; Evaluative Thinking; Humanities Instruction; Persuasive Discourse; Problem Solving; *Social Sciences; Teacher Role; *Thinking Skills; Two Year Colleges

"Critical thinking" has been defined as reasonable, reflective thinking that is focused on deciding what to believe or do. Since the social sciences require practitioners to ask relevant questions, develop appropriate evaluation criteria, generalize from observed facts, conceptualize hypotheses, and make judgements, critical thinking skills should be incorporated into the teaching of the social science disciplines. Beyond merely providing students with facts and theories, the teaching of thinking would, optimally, produce a critical and creative disposition that enables a person to transcend biases, evaluate situations and ideas objectively, and create habits of mind that will transfer to actual life situations. Organization of a class to incorporate critical thinking skills should include instruction in decision making, problem solving, conceptualizing, and classifying; and should emphasize creativity in the thinking process. Of particular importance is the skill of argumentation. In analyzing extended arguments, students should be able to: (1) recognize an argument; (2) discern the conclusion; (3) identify the premises or reasons used to support the conclusion; (4) supply missing premises by examining the implied assumptions behind a given conclusion; (5) analyze the premises; (6) review alternative information or points of view; and (7) accept or reject a conclusion. Though there are very real limits to what can be accomplished in a single course, and instructors may face various practical and philosophical criticisms of critical thinking instruction, the benefits that can be derived from this approach are also real. Students are empowered through the development of their thinking skills, making them equal partners in the business of learning. (GFW)

ED 325 248 PS 019 215

Buchan, Barbara
Improving Literacy Skills and Self-Image within the Daycare Teacher Training Program through an Emphasis on Cultural Heritage.
PUB DATE- 90
NOTE- 87p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Child Caregivers; Continuing Education; *Curriculum Enrichment; Day Care; Early Childhood Education; *High Risk Students; Language Enrichment; *Latin Americans; Minority Groups; *Preservice Teacher Education; *Second Language Learning; Self Esteem; Spanish Speaking; Student Motivation; *Student Needs
IDENTIFIERS- *Cultural Heritage

A consultant and guest trainer implemented a practicum intervention designed to enable the graduation of 10 at-risk Latina women from a day care teacher training program. The trainees had been identified as being at-risk of dropping out of the program due to a lack of English-as-a-Second-Language (ESL) and literacy skills, low self-esteem, and lack of motivation. During the course of 12 weekly 90-minute sessions, trainees drew on their cultural heritage to develop ESL and literacy skills, motivation, and a sense of competency and self-esteem. Practicum evaluation data indicated that the intervention was successful. All participants graduated from the program. Analysis of the evaluation data indicated that 9 of the 10 graduates met the agency's day care teacher competency standards and exceeded state standards. The intervention's emphasis on the trainees' cultural heritage led trainees to value their language and culture and share them with children in day care, and to feel comfortable expressing themselves in English with children, parents, and employers. Related materials, such as a teacher evaluation form, word list, and vocabulary test, are appended. (RH)

ED 324 966 FL 018 953

Kujda, Frances M.

Changing Students' Attitudes To See Practical and Long-Term Application of a Foreign Language.

PUB DATE- Jun 89
NOTE- 71p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; *Change Strategies; Class Activities; Classroom Techniques; Instructional Effectiveness; *Language Attitudes; *Language Role; *Relevance (Education); Secondary Education; Second Language Instruction; Second Language Learning; Spanish; *Student Attitudes; Surveys

A study investigated the use of classroom strategies to improve students' attitudes about language study while improving their practical use of the language. Secondary school students of Spanish completed an interest survey, and then were involved in language class activities including writing paragraphs, watching a recorded television show, reading Spanish-language literature, writing descriptively, participating in a scavenger hunt, and listening to a native speaker's presentation on Mexican culture. After 10 weeks, students completed another interest survey, and the results were compared to those of the first survey. It was found that the implementation of the activities was successful in improving student attitudes about language learning. Survey forms are appended. (MSE)

ED 324 982 FL 800 273

Education Writers Association, Washington, DC.
Myth #13: English Is Going Out of Style.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Aug 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Asian Americans; *Educational Demand; *English (Second Language); *Enrollment Trends; Hispanic Americans; *Immigrants; *Language Role; Literacy; *Literacy Education; Program Effectiveness; Second Language Instruction; Trend Analysis; Vocational English (Second Language)
IDENTIFIERS- *Immigration Reform and Control Act 1986; Workplace Literacy

Literacy education for non-English-speaking adults is taxing the fragile adult education system in the United States. Despite federal limitations, a million immigrants enter the country each year. In contrast with the past, the non-English-speaking need more education to compete in more sophisticated workplaces. The nation's largest cities are rapidly becoming bilingual, but because of the federal immigrant amnesty program, demand for English language instruction is also increasing substantially. Hispanics and Asians form the largest immigrant groups. Quality of instruction in English-as-a-Second-Language (ESL) programs is a matter of current concern. Volunteers account for a large proportion of ESL literacy teachers. Standards of instruction for immigrant amnesty programs are loose, and the dropout rate is high. Workplace language skills and literacy are greatly needed. Debate over the advantages and disadvantages of bilingual and multicultural education continues, but federal policymakers are focusing more on the need for effective ESL programs. Hispanic illiteracy and potential for inadequate education are high. Some literacy programs have been especially effective. The approaches used in the programs vary, including the use of native language skills to build English literacy, whole-language literacy development, parent involvement and literacy education, and job-related general education. A list of resource organizations is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 325 059 HE 023 981

Johnson, William L.; Johnson, Annabel M.
Planning for University Faculty Assessment: Development of a Brief Summative-Evaluation Instrument.
PUB DATE- 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Faculty; *Evaluation Methods; *Evaluation Research; *Faculty Evaluation; Higher Education; *Summative Evaluation; Universities; Validated Programs

A description is provided of the process used in developing a brief summative-evaluation instrument that was created for use at a large university in the Southwestern United States in its attempt to be more responsive to the changing climate of assessment and accountability that universities are facing today. Beginning with a conceptual systemic model for addressing university faculty development, the discussion continues with the development of the instrument within the context of the conceptual model. The instrument was shown to be reliable and valid through the use of the Kuder-Richardson generalized reliability formula, coefficient alpha. Also included is a literature review for instrument development plus 19 attached appendices of data tables for the sampled participants from the areas of educational psychology, elementary education, educational administration, educational specializations, and secondary education. Contains 54 references. (GLR)

ED 325 148 JC 900 520

Porter, Exa Lynn
A Survey on Participative Management among Texas Community College Reference Librarians.
PUB DATE- Sep 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Advisory Committees; Community Colleges; *Employer Employee Relationship; Job Satisfaction; *Librarian Attitudes; *Librarians; *Library Administration; Library Personnel; Library Surveys; *Participative Decision Making; Personnel Management; State Surveys; Two Year Colleges
IDENTIFIERS- *Texas

Advocates of participative management in academic libraries point to increased job satisfaction and performance as benefits, while opponents favor less participative means such as consultive management, with librarians having input and the directors making the decisions. A survey of reference librarians in the Texas community colleges was conducted to ascertain their views on the effectiveness of shared decision making or participatory management, and the extent to which such practices were employed in their libraries. The survey employed a statement format, with respondents indicating their agreement on a 2- to 5-point scale. Usable surveys were returned by 64 librarians for an 81% response rate. Among respondents, two-thirds were female, 25% had over 10 years experience, 64% had faculty status, and 73% had reference as their primary duty. Survey results included the following: (1) 81% agreed that participation in management increased job satisfaction, while 75% indicated that participation improved performance; (2) 69% of the respondents felt their administrator encouraged participation in decision making; (3) 70% reported that their administrators shared authority at least occasionally; (4) 51% of the respondents advocated more committees allowing librarians to participate in decisions which affected them; and (4) communication from the library administrator to the librarians and staff was considered good by 67%. Appendixes include the study survey and selected comments from the open-ended portion of the survey. (GFW)

ED 325 218 PS 019 143

Spencer, Carol
One T A To Grow, Please! A Workbook of Teacher Advisory Ideas and Activities.
SPONS. AGENCY- Vermont State Dept. of Education, Montpelier.
PUB DATE- 90
NOTE- 80p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Guidelines; Intermediate Grades; Junior High Schools; *Junior High School Students; *Learning Activities; *Middle Schools; Models; Program Descriptions; *Program Development; *Program Implementation; Resource Materials; Workbooks
IDENTIFIERS- Homerooms; *Program Characteristics; *Teacher Advisors; Texas (El Paso); Vermont

This workbook provides guidance for the implementation of teacher advisory programs in middle-level schools. Teacher advisory programs are designed to change impersonal school climates, provide a supportive framework for student risk-taking, and promote the healthy development of adolescents. Two program models are described, one initiated in Middlebury, Vermont, and one developed in the Ysleta Independent School District in El Paso, Texas. The Vermont model is supplemented by suggestions for numerous activities contributed by teachers from all over the state that teacher and advisors can conduct in small-group advisories, homerooms, or other arrangements. The workbook provides a model of teacher advisory programming in Vermont, numerous activities and ideas for teacher advisory meetings, ideas that may spark teacher advisory activities, and a list of resource materials. The workbook describes the efforts of a teacher/advisor in Vermont to strengthen children's commitment to success in school; facilitate interaction between the child, family, and school; actively assist children in self-advocacy; and foster equal access to the experience of school for each child. It is noted that an early objective of the Vermont program was to reduce the number of students assigned to one adult in homeroom by asking all teachers and paraprofessionals to serve as teacher advisors. The second model described in the workbook is a teacher advisory program at Desert View Middle School, El Paso, Texas, that used a comprehensive curriculum guide for grades 7 and 8. The guide, which is reproduced in full in this workbook, represents an organized, structured teacher advisory program, with required topics in the various areas of social development, school adjustment, emotional growth, and study skills. The workbook concludes with a list of 10 helpful resources and a sheet for submitting ideas for activities to be incorporated into a projected second volume of the workbook. Readers are also encouraged to photocopy the materials in the workbook. (RH)

ED 324 846 EC 232 191

Dalton, Bridget
Council for Exceptional Children, Reston, VA. Center for Special Education Technology.

Computers and Writing. Tech Use Guide: Using Computer Technology.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 89
NOTE- 6p.; For related documents, see EC 232 187-195.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Oriented Programs; *Disabilities; Elementary Secondary Education; Keyboarding (Data Entry); Prewriting; Revision (Written Composition); *Word Processing; *Writing (Composition); Writing Improvement; *Writing Instruction; Writing Skills

One of nine brief guides for special educators on using computer technology, this guide focuses on the use of computers to improve skills and attitudes in writing instruction. Pre-writing tools such as group brainstorming, story webs, free-writing, journal entries, and prewriting guides help generate ideas and can be carried out either on or off the computer. Frequent journal or free-writing time on the computer, exploration of graphics, and use of the computer as a collaborative writing tool are recommended as powerful ways to stimulate students' interest. Suggestions for using the computer as a revising tool include focusing on one aspect of writing per pass through the text and printing out subsequent drafts. The use of word processing editing features as well as special software programs to support the editing process such as text analysis programs and spelling checkers are discussed. Guidelines for selecting hardware and software cover various adaptive input and output devices and design features of writing software such as embedded spelling checkers and screen prompts or icons. Basic machine and keyboard skills necessary for word processing are identified. Student writing on the computer three times per week is encouraged. Listed are 10 recommended readings, 3 computer-supported writing process curriculum materials, 3 organizational resources, 6 periodicals, and 10 writing software packages. (DB)

ED 324 935 FL 018 917

Hanson, Kaye Terry
Building International Bridges through Communication Teaching.
PUB DATE- 89
NOTE- 23p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Communication Skills; *Cross Cultural Training; Foreign Countries; *Graduate Study; Higher Education; *Intercultural Communication; International Trade; Languages for Special Purposes; Second Language Instruction; Skill Development
IDENTIFIERS- Brigham Young University UT; Finland

A study at Brigham Young University (Utah) sought to identify basic concepts to teach graduate students preparing for international business careers. Business presentations by graduate students fluent in English and at least one other language were examined for evidence of teachable skills for working with business in two languages. Presentations were videotaped in both English and one other language. Presenters and evaluators viewed the tapes and completed evaluations. Four teachable concepts emerged, including include: (1) use of audience analysis to determine appropriate communication strategies; (2) organization of the presentation to enhance listener comprehension and compensate for grammatical errors and cultural differences; (3) self-confidence; and (4) simplification of the idea and its expression in the foreign language. Appended materials include the form used by presentation evaluators, and a sample description of culturally appropriate behavior for Finland. (MSE)

ED 324 950 FL 018 932

Moita Lopes, Luiz Paulo da

The Evaluation of an EFL Reading Syllabus Model: Integrating Experimental and Ethnographic/Qualitative Data.

PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Meeting of the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Evaluation; *Curriculum Design; Educational Theories; *English (Second Language); Ethnography; Evaluation Methods; Foreign Countries; Models; *Reading Instruction; Second Language Instruction
IDENTIFIERS- *Brazil (Rio de Janeiro); *Schema Theory

The research method used to evaluate a program of instruction in English as a Second Language (ESL) reading based on schema theory is discussed. The program is used in public schools in Rio de Janeiro (Brazil). In the first section, the research design, procedures, and instruments are presented. An experimental method is used, but is adapted so that ethnographic, qualitative, and process data can be used to interpret quantitative information. The rationale for this approach is discussed. In the second section, the findings of the study are analyzed. In the conclusion, an argument is made for the integration of experimental or quantitative data and ethnographic or quantitative data. This position is supported by the argument that the two kinds of data are of different natures, each with inherent limitations, and thorough research requires the use of quantitative information to clarify or question experimental findings. In this study, it is proposed that the non-experimental data were particularly helpful in calling attention to factors affecting the experiment's internal validity and in enlarging its external validity. A brief bibliography is appended. (MSE)

ED 325 013 HE 023 930

Rockman, Ilene F.
Collective Bargaining in Four Year Institutions: A Faculty Perspective Viewed through the Easton Model.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; Colleges; *Conflict Resolution; Economic Change; Faculty College Relationship; Feedback; Higher Education; *Institutional Environment; *Institutional Survival; *Labor Relations; *Models; Organizational Climate; Social Change; Universities
IDENTIFIERS- Easton (David)

A systems model, developed by David Easton, is used to provide some clarity to many of the issues involved with collective bargaining in American higher education. The model serves as an illustration for understanding how decisions are made, and as a conceptual frame of reference to analyze the political situation. The issues surrounding collective bargaining encompass the political atmosphere in which the university's survival is challenged in the face of the changing nature and function of academic management, governance, and leadership in higher education settings. Further, there are the internal issues of increased faculty authority in policy making, administrative loss of this authority, the future direction of the university, and the changes in decision-making and control. The model provides a view of competing collective bargaining forces and interests. Survival in an era of turbulence, it is suggested, will require flexibility and adaptability from all major players: faculty, administrators, students, and society. The key to this survival will emanate from the feedback loop, the line of information, and will depend upon the balance and oscillation of the inputs and outputs of information into and through the institution. Contains 15 references. (GLR)

ED 325 091 IR 014 679

Association for the Development of Computer-based Instructional Systems.
Creativity through Analogy. Proceedings of the ADCIS International Conference (31st, Washington, D.C., November 13-16, 1989).
PUB DATE- 89
NOTE- 513p.; For the Proceedings of the 1987 conference, see ED 294 567.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Artificial Intelligence; Authoring Aids (Programing); *Computer Assisted Instruction; Computer Simulation; Courseware; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Health Education; Higher Education; Home Economics Education; *Hypermedia; Interactive Video; Management Development; *Media Research; *Microcomputers; Optical Data Disks; Psychological Studies; Special Education; Telecommunications

The theme of the 31st Conference of the International Association for the Development of Computer-Based Instructional Systems (ADCIS) was "Creativity through Analogy." This collection of conference presentations contains 66 papers and 131 abstracts for which there are no formal papers. The papers and abstracts are presented in two separate sections, but both are categorized by special interest group: (1) Academic Computing (SIGAC, 1 paper, 9 abstracts); (2) Computer-Based Training (CBT, 4 papers, 17 abstracts); (3) Elementary, Secondary, Junior College Educators (ELSECJC, 3 papers, 12 abstracts); (4) Emerging Technologies (ETSIG, 10 papers, 13 abstracts); (5) Educators of the Handicapped (SIGHAN, 1 paper); (6) Health Education (HESIG, 5 papers, 4 abstracts); (7) Home Economics Consortium (HOMEC, 5 papers, 7 abstracts); (8) Management Issues (MISIG, 3 papers, 3 abstracts); (9) PILOT Users Group (PILOT, 8 abstracts); (10) PLATO Users Group (PUG, 2 papers, 4 abstracts); (11) Interactive Video-Audio (SIGIVA, 7 papers, 26 abstracts); (12) Theory and Research (SIGTAR, 24 papers, 25 abstracts); and (13) Telecommunications (TELESIG, 1 paper, 3 abstracts). Many of the papers include abstracts and/or references, and an author index covering both sections is provided. (DB)

ED 325 106 IR 014 709

Franklin, Sharon, Ed.; Strudler, Neal, Ed.
International Council for Computers in Education, Eugene, Oreg.

Computer-Integrated Instruction Inservice Notebook: Secondary School Mathematics.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 310p.; For related documents, see IR 014 708-711. The two Macintash 800 diskettes that accompanying the notebook are not included in this document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Databases; *Inservice Teacher Education; Mathematics Instruction; Postsecondary Education; Problem Solving; Secondary Education; *Secondary School Mathematics; *Secondary School Teachers; Spreadsheets; *Teaching Methods

The purpose of this notebook is to assist educators who are designing and implementing inservice education programs to facilitate the effective use of computer integrated instruction (CII) in schools. The book is divided into the following five sections: (1) Effective Inservice (a brief summary of inservice literature focused on inservice dimensions and design principles); (2) Background Information (an overview of computers in education and a discussion of the roles of computers in problem solving); (3) Initiating/Planning an Inservice (suggestions for preliminary planning and activities and a sample timeline for those activities); (4) An Eight-Session Mathematics Inservice (2-hour sessions on graphing to represent data, graphing equations, spreadsheets, problem solving, introduction to database software, geometry and visualization, inverted curriculum, and project reports and closure); and (5) Instruments and Evaluation (a variety of instruments for needs assessment, formative evaluation, and summative evaluation). Each 2-hour mathematics inservice session contains some or all of the following: narrative overview, script (topics, objectives, materials, activities), timeline, handouts, and readings. References are listed in the first three sections and a software bibliography is included in the fourth section. (DB)

ED 325 176 JC 900 578

Lieberman, Nancy S.; Vaughn, Suzanne A.
Student Services and Retention for Welfare Students.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Agency Cooperation; Community Colleges; Counseling Services; *Employment Programs; Nontraditional Students; One Parent Family; Outcomes of Education; Program Descriptions; Remedial Instruction; School Holding Power; Special Needs Students; State Aid; Two Year Colleges; *Vocational Education; Vocational Followup; Vocational Rehabilitation; Welfare Agencies; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Tompkins Cortland Community College NY

The Public Assistance Comprehensive Education (PACE) program was established by Tompkins Cortland Community College at the request of the New York State Department of Social Services (DSS) and in cooperation with local DSS offices. PACE offers up to five semesters of vocational training to individuals receiving Aid to Families with Dependent Children. Other PACE services include pre-enrollment assessment, program selection assistance, basic skills development, financial aid, coordination with DSS, and academic support, such as assigned academic advisors and weekly appointments with counselors. Job development and placement activities were introduced during fall 1987 for students planning to graduate within two semesters. In August 1987, 128 students with a total of 215 children were enrolled in PACE. Of them, 60% were single parents, 23% depended on public transportation, 43% lived more than 15 miles from campus, 66% needed at least one remedial course, and 20% reported substance abuse or battering. A program evaluation showed that: (1) the retention rate for the 50 students who started PACE in fall 1986 was 88% through the end of the spring semester (compared to a college-wide rate of 81%); (2) retention rates were 50% for the same group through fall 1987; and (3) the mean grade point average (GPA) of PACE students for fall 1986 was 2.65, with 46% of the students earning GPA's of 3.0 and above. The two-year degree PACE program has been completed by nine participants, who are all now gainfully employed. (GFW)

ED 325 203 PS 018 995

American Academy of Pediatrics, Evanston, Ill.
A Promise to Keep: What the U.S. Can Learn from Other Countries to Improve Child Health.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Health; Day Care; Early Childhood Education; Health Insurance; *Health Services; *Program Improvement; *Public Policy
IDENTIFIERS- Access to Health Care; Prenatal Care

Americans must accept the notion that each and every American is responsible for each and every child and the United States must develop a national children's policy encompassing concerns that influence children's health. There are at least four fundamental steps that the United States can take to improve children's health in the 1990s. They are: (1) embrace a broad view of children's health to encompass environmental and educational needs; (2) provide universal access to high quality health care, regardless of income levels; (3) reduce poverty; and (4) develop and maintain surveillance systems to keep children from falling through the cracks of the existing health care system. In addition, there are numerous specific programs that improve children's health currently being used in Canada and Europe that could be adopted for the United States. Programs focus on health visits, health insurance, preschool care, community health stations providing access to care, and pre- and postnatal care clinics. The foregoing conclusions were reached at the Conference on Cross-National Comparisons of Child Health, a conference held in March 1990 in Washington, D.C. (RH)

ED 325 233 PS 019 178

Strachan, Pamela
A Training Program for Paraprofessionals: Classroom Management Skills.
PUB DATE- Jul 90
NOTE- 56p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Classroom Techniques; Intervention; *Job Training; *Kindergarten; Primary Education; Program Implementation; *Teacher Aides; Team Training; Workshops

An experienced kindergarten teacher implemented a 10-week practicum intervention designed to improve the classroom management skills of 9 kindergarten teacher aides. In-service training for participants included planned workshops, observations, team activities, coaching, and evaluation. Each participant concentrated on a specific skill or area of classroom management. Observations were conducted for the purpose of identifying classroom management skills in need of improvement. Participants worked in teams and participated in observational learning activities. Practicum evaluation data indicated that aides increased in knowledge of behavior management skills and were able to apply their knowledge in their classrooms. It was concluded that the training program for paraprofessionals improved their effectiveness in the classroom and that future paraprofessional training programs were warranted. Related materials including pre/post tests and results, observation form and results, and teacher and paraprofessional surveys and results are appended. (RH)

ED 324 859 EC 232 404

Ronnau, John
Kansas Univ., Lawrence. School of Social Welfare.
Training Manual for Family Advocacy In-Home Services. A Model of Helping Families Who Care for Children with Emotional Disabilities. Revised.
SPONS. AGENCY- Kansas State Dept. of Social and Rehabilitation Services, Topeka. Div. of Mental Health Services.
PUB DATE- Jul 89
NOTE- 80p.; For the companion manual, see EC 232 403.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advocacy; Child Advocacy; *Emotional Disturbances; Evaluation; *Family Caregivers; Family Environment; Family Involvement; Family Role; *Intervention; Models; *Needs Assessment; Parent Education; Parent Participation; Postsecondary Education; Program Development; Program Evaluation; Social Workers; Staff Role; *Teaching Methods
IDENTIFIERS- *Case Management

This resource training manual for family advocacy workers is designed to help these workers meet the needs of families who care for adolescents with emotional disabilities. It is intended for use with a companion manual which focuses on the needs of youth themselves, and stresses that effective case management must integrally involve both youths and their adult caregivers. Following an introduction, nine units deal with the following topics: the theory of intervention, the family's role, the caregiver-family advocate partnership, assessment of family strengths and needs, the objective-setting process, key components of program design, strategies for exercising influence, the program goal and standards, and measurement of client satisfaction. Each unit contains objectives, activities, and background information. Appendices contain assessment tools (family demographic profile, family quality of life assessment scale, and child behavior rating scale); a caregiver's service satisfaction survey; and outcome monitoring tools (client contact record and goal statements). (JDD)

ED 324 874   EC 232 419

Chapin, Rosemary; Rotegard, Lisa
Research and Implementation Issues in Developing a Reimbursement System for ICFs/MR Program Costs Based on Client Resource Use.
PUB DATE- May 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Evaluation Methods; Individual Characteristics; *Mental Retardation; Needs Assessment; Nursing Homes; Operating Expenses; Policy Formation; *Program Costs; *Residential Institutions; *Resource Allocation; Unit Costs
IDENTIFIERS- *Intermediate Care Facilities; Medicaid; Minnesota; *Reimbursement Programs; Resource Utilization

Under the current Medicaid reimbursement system in Minnesota for intermediate care facilities for the mentally retarded (ICFs/MR), payments are not targeted properly because there is no uniform assessment and resource use information to determine those clients for whom services are most costly to provide. A project was mandated by the state legislature to determine whether an alternative system could help the state better target resources where need was greatest. An assessment instrument was developed and completed on 913 clients in 65 ICFs/MR. The assessment focused on resource use in the domains of special medical treatments, activities of daily living, challenging behaviors, and personal/community integration. The characteristics captured by the assessment instrument explain approximately 30% of the variation among clients in terms of staff resource usage. Assessment scores are used to determine service classifications for clients, which are then used to calculate daily program reimbursement rates. Because a significant amount of variation in resource use is not accounted for by the assessment instrument, the facility's cost report for the previous year is also considered in the rate setting process. Fifteen suggested readings are listed. (JDD)

ED 324 889 EC 232 484

Parette, Howard P., Jr.; Hourcade, Jack J.
Arkansas Univ., Little Rock.; Boise State Univ., Idaho.

The Effect of Neurological Dysfunction on the Social and Emotional Development of Young Children.

PUB DATE- 5 Jul 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Attachment Behavior; Dependency (Personality); Early Childhood Education; Early Intervention; *Emotional Development; *Emotional Disturbances; Etiology; Family Problems; *Neurological Impairments; Parent Child Relationship; Parent Education; *Social Development; *Young Children

The literature review examines the relationship of neurological impairment in young children with their social and emotional development. It identifies disorders of interaction and/or attachment and disorders of independence/dependence as specific maladaptive social and emotional states associated with neurological impairment. Three theoretical explanations for the obvserved relationships include: (1) direct effects of central nervous system pathology; (2) a secondary effect of the child's frustration; and (3) distorted social ecologies in families. The paper begins with a review of normal social and emotional development, notes the scope of the problem for children with neurological impairment, identifies the three possible etiological factors, and documents the specific types of affective disorders found most commonly in association with neurological impairment. Finally, the paper offers 10 implications for programming, including: parents should be helped to "read" their infant's behavioral cues; parents can be assisted in developing stable and predictable routines; respite services may be needed for parents under stress; parent groups should be encouraged; children should be provided experiences in which their attempts at independence are encouraged; and children should be allowed to experience some degree of normal day-to-day frustrations. Includes about 140 references. (DB)

ED 324 920 FL 018 893

Vega, Gladys M.
Humor Competence: The Fifth Component.
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Humor; *Language Proficiency; Linguistic Theory; *Second Language Learning; Semantics

The production and understanding of humor calls for a specific competence. It appears that second language learners fail to develop this competence even when they reach native-like proficiency levels. A review of the literature suggests that the notion of humor competence in second language learning has not been examined. Humor competence can be considered the fifth component of the theoretical framework for communicative competence. It involves knowledge of the semantic mechanisms of humor, grammar, discourse rules, communication strategies, social norms of language use, and world knowledge. As with the other four competencies (grammatical, sociolinguistic, strategic, and discourse), humor competence contains elements that are transferred from the first language and vary from learner to learner. Capacity, the ability to actualize knowledge, also varies from competence to competence within an individual, but the capacities for each competence are interrelated and interact with each other as do the competencies. Because capacity involves psychological factors such as personality and intelligence, learners achieve different levels of proficiency and overall communicative competence. Individual humorous responses and output vary widely. Additional research on humor competence in this context is needed. (MSE)

ED 324 967 FL 018 954

Dickinson, L.
Humour across Cultures.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Context; *Cultural Differences; English (Second Language); Foreign Countries; French; *Humor; Intercultural Communication; *Language Teachers; Questionnaires; *Teacher Attitudes
IDENTIFIERS- *Schema Theory

A study investigated the hypotheses that: (1) people from different language backgrounds would differ in the jokes they found funny; and (2) the differences would be related to culture rather than lack of vocabulary. A questionnaire with 30 jokes was presented to 51 English teachers from a wide variety of countries and 11 native English-speakers. Respondents were asked to rank jokes on a five-point scale. Each respondent was also asked to record a joke from his own culture, in English. Analysis of the responses suggests that the essence of a joke seems to depend on a statement calling forth one schema with the punch line forcing another, unexpected and often bizarre schema in its place. The schemata that individuals have available are a function of the culture or subculture to which they belong. Non-native speakers of a given language share only part of the language culture with native speakers. The questionnaire used is appended. (MSE)

ED 325 030 HE 023 947

Chapin, Donald H.
General Accounting Office, Washington, D.C.
Guaranteed Loan Programs Are an Increasing Risk. Statement of Donald H. Chapin given before the Committee on Government Affairs, United States Senate.
PUB DATE- 18 Sep 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Credit (Finance); Economic Climate; *Federal Aid; *Federal Government; Financial Audits; Financial Problems; Financial Support; Higher Education; *Loan Default; Student Loan Programs; Trend Analysis

Testimony is presented concerning the financial burden the United States government is expected to endure from the billions of dollars in loans it has guaranteed (and continues to guarantee) for business, education, housing, and other purposes, many of which are in areas now experiencing economically hard times. The testimony discusses predicting potential areas of loan defaults and ways of maximizing the collection of guaranteed loans once they have been terminated by grantor lenders. Further, the potential losses for the government are estimated for each of the governmental departments, including the Department of Agriculture, the Department of Education, the Veteran's Administration, and the Department of Housing and Urban Development. In addition, recommendations are given on the use of financial statements and other financial information for improving agency financial management. Finally, the administration's initiatives for improving the management of guaranteed loans are discussed as well as the actions that can be taken to lessen the government's vulnerability to loan losses. (GLR)

ED 325 045 HE 023 964

Jayawardena, Lal
United Nations Univ., Tokyo (Japan). World Inst. for Development Economics Research.

The Mission of the University in Economic Development and Environmental Preservation: Management of Local and Regional Resources in an Interdependent World System.

PUB DATE- 7 Aug 90
NOTE- 34p.; Paper presented at the International Association of Universities General Conference (9th, Helsinki, Finland, August 5-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Conservation (Environment); Developed Nations; Developing Nations; *Economic Development; Economic Impact; *Futures (of Society); *Global Approach; Higher Education; *Institutional Mission; *Physical Environment; Resources; Role of Education

This presentation reviews the key dimensions of the environment problem and estimates the probable costs of arresting future environmental damage by expenditures to be undertaken in support of sustainable development during the decade of the 90s. It deals with the problem of pursuing a minimum "socially necessary" growth rate in the world economy required to meet the key aspirations of today's generation by the year 2000. It argues that the opportunities presented by the current international situation involving detente between the superpowers will enable the developed countries to transfer to developing countries the resources needed to supplement domestic efforts for bringing about growth. It also argues that there will be enough resources left over, after providing for growth, to address the key dimensions of the global environment problem in both developing and developed countries by expenditures to be made during the 1990s, so that sustainable development can be ensured for the 21st century and beyond. Environmental problems considered include global warming, deforestation, land degradation, and the pressure of population growth on environmental resources. The argument is supported by projections of resource requirements. An annex to the paper contains an extract from a statement by Thorvald Stoltenberg concerning a system of development contracts. (JDD)

ED 325 060 HE 023 982

Camobell, Malcolm B.
James Burrill Angell's China Mission, 1880-1881: The Forging of an Internationalist University Presidency.
PUB DATE- 90
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Attitudes; Biographies; *College Presidents; Foreign Countries; Foreign Policy; Higher Education; History; International Education; *International Relations; Reports; Trend Analysis; World Affairs
IDENTIFIERS- *Angell (James Burrill); China; United States; *University of Michigan

The monograph reviews the life and development of James Burrill Angell, president of the University of Michigan (1871-1909), with special emphasis on his internationalist perspective and its implications for higher education. An examination is made of James Burrill Angell's sojourns into the world of international diplomacy and politics during the shaping of late nineteenth-century American foreign policy and its effects on his performance and influence as president of the University of Michigan. Through the use of numerous quotations from first-hand accounts, authors, news reports, and newspaper and magazine articles, the events of Angell's diplomatic career and experiences, particularly focusing on his China mission in 1880-81, undergo analysis and commentary. Included are a recounting of the attitudes that existed in nineteenth-century America concerning Chinese immigration, particularly those attitudes held in the state of California. In addition, the paper details Angell's impressions of China, its people and urban life. Finally, appraisals are given of Angell's years at the University of Michigan and his contributions to both education in general and the University of Michigan in particular. (Includes 102 footnotes.) (GLR)

ED 325 120 IR 053 314

Henry, Marcia Klinger

A Study of GRATEFUL MED Use in a Graduate Health Program.

PUB DATE- 89
NOTE- 24p.; Paper presented at the Joint Meeting of the Medical Library Group of Southern California and Arizona and the Northern California and Nevada Medical Library Group. (La Jolla, CA, February 21-23, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Libraries; *Computer Software Evaluation; Cost Effectiveness; *Gateway Systems; Graduate Students; Higher Education; Information Needs; Man Machine Systems; *Medical Libraries; *Online Searching; *Telecommunications; *User Satisfaction (Information); Use Studies
IDENTIFIERS- California State University Northridge; User Training

A study of "Grateful Med," an interface to Medline, was conducted at California State University/Northridge to discover how efficiently students enrolled in graduate-level research methods classes in health sciences and communicative disorders could access Medline using Grateful Med, what the average costs would be, and how frequently students needed access to Medline's backfiles. Students were given one page of searching instructions and a one-page form for purchasing Grateful Med software and acquiring a National Library of Medicine (NLM) student access code. Students who used the library's funded access code were asked to complete a two-page evaluation form (68 of 73 were returned). Data were correlated to the type of instruction received as well as the users' previous computer experience. It was found that almost all of the students were interested in learning how to use the software and found it easy to learn. Analysis of the evaluation forms indicate that in-depth training including hands-on use of the software gave the highest levels of satisfaction. Any prior computer experience increased the level of satisfaction. Approximately 37% of the students indicated they would acquire their own NLM access codes. Four tables and three figures--including the evaluation form--are provided. (15 references) (SD)

ED 325 134   IR 053 331

Wardell, David
Education--An Annotated Bibliography of Current Issues, April-June, 1990.
PUB DATE- 90
NOTE- 146p.; For the January-March 1990 bibliography, see ED 322 914. Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Comparative Education; *Current Events; *Educational Practices; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Higher Education; *International Studies; National Programs; Student Exchange Programs
IDENTIFIERS- *Japan; United States; University of Pittsburgh PA

This annotated bibliography lists articles about education issues that were published in periodicals from April through June 1990. The vast majority of the articles are taken from the "Japan Times," "Daily Yomiuri," "Mainichi Daily," and "Asahi Evening." However, articles were also included from "USA Today," "Time," "Newsweek," "Asian Wall Street Journal," "Far Eastern Economic Review," and "International Herald Tribune." The entries are arranged in alphabetical sections by article title or author name. The majority focus on events, trends, and developments relating to social issues, educational programs, teaching approaches, schools, and students in Japan. Articles included about Canada and the United States, China, Great Britain, Germany, and other African, Asian, Central and South American, and European nations tend to deal with issues relating to Japan, Japanese students, ethnic populations in these countries, comparisons of educational systems and the nations' student achievement, and areas in these countries with high Japanese populations. Following the alphabetical entries are articles whose titles begin with numbers. A subject index is provided. (SD)

ED 324 903 FL 018 171

Rosenbusch, Marcia, Ed.
National Network for Early Language Learning.
FLESNews, Volume 2, Numbers 1-3.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Administrator Role; Class Activities; Classroom Techniques; Cognitive Ability; Conferences; Counselor Role; Educational Research; Educational Resources; Educational Trends; Elementary Education; Federal Aid; *FLES; Grants; Instructional Materials; *Newsletters; Politics of Education; Professional Associations; Research Projects; Second Language Instruction; *Second Language Learning

"FLESNews" is a three times per year newsletter of the National Network for Early Language Learning. The three issues of volume 2 combined here contain a variety of articles focusing on elementary school second-language programs, including educational strategies, classroom techniques, instructional materials, research, instructional resources, financial resources, and news of national legislative and other political activity related to foreign language instruction in the elementary schools (FLES). (MSE)

ED 325 163 JC 900 560

McCoy, Kay R.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
Non-Returning Students: Fall 1987-Spring 1988 Telephone Survey. Report EA88-8.
PUB DATE- Jun 88
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance Patterns; *College Attendance; Community Colleges; Dropout Prevention; Dropout Research; *Dropouts; Enrollment; Questionnaires; *School Holding Power; *Stopouts; *Student Attitudes; Student Attrition; Student Characteristics; Telephone Surveys; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
In 1988, a telephone survey was conducted of students at Prince George's Community College (PGCC) who were enrolled in fall 1987, but who were not registered for spring 1988. The purposes of the study were to ascertain students' reasons for not returning to PGCC and to determine what the college could have done to influence the non-returning students to stay. Out of an interviewee pool of 767 non-returning students, 343 (54%) were contacted and successfully interviewed. The demographic and academic characteristics of the respondents closely reflected those of the total target population of 5,222 non-returning PGCC students. When asked to cite their primary reason for not returning to PGCC, 22.3% gave reasons relating to employment, 12.2% indicated that they had transferred to another school, 11.3% gave financial reasons, 9.2% said that they had achieved their immediate goal, and 6.3% cited health problems. To determine the demographic or academic characteristics that might have had an impact on the reasons for not returning to the college, students in each of these response categories were further subdivided for analysis by race, gender, age, full-/part-time status, most recent educational goal, admission status, and cumulative grade point average. Less than 20% of the respondents said the college could have done anything to have influenced them to return for the spring semester. Of the 315 people who responded to the question, 85% indicated they would be returning to PGCC. The appendixes, which comprise the bulk of the document, provide data tables, respondent comments, and the survey instrument. (JMC)

ED 325 249 PS 019 216

Reed, Peggy A.
Increasing Child Care Services in a Laboratory Preschool through Facility Modifications.
PUB DATE- 90
NOTE- 78p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Facility Improvement; *Fund Raising; Laboratory Schools; Preschool Education; *Program Improvement; *Volunteers

An assistant professor of education and preschool director implemented a practicum intervention designed to increase the range of child care services provided in a Christian college's preschool laboratory. The primary goal of the intervention was to provide a high quality day care program which met the physical, cognitive, and emotional needs of preschool children in a setting that was convenient for parents attending the college. A second aim was to provide a model child development laboratory as an example for students studying early childhood education and child care and development. Specific objectives were related to state licensing standards, building modifications, budget and fundraising, and enrollment. Practicum evaluation data indicated that the intervention was successful in achieving its overall goals. Parents were pleased with the expanded hours and increased services. Parents' participation in the program improved as they helped raise money for it. College students had the opportunity to be involved in a project that gave them practical experience in their chosen field. Growing awareness of the preschool's program by faculty, staff, students, and the local community resulted in a 25 percent increase in enrollment. Appendices provide numerous materials, such as the floor plan and budget for the project, a chart of alternative lunch programs, lunch menus and recipes, favorite recipes, a grocery list, work/study guidelines, and a list of duties of college students working at the early childhood center. (38 references) (RH)

ED 324 983 FL 800 274

Kalmar, Tomas Mario
Adult Biliteracy: Testimony Delivered before a Public Forum on Issues in Hispanic Education (Boston, Massachusetts, April 26, 1990).
PUB DATE- 26 Apr 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Educational Needs; *English (Second Language); Hearings; *Hispanic Americans; Interpretive Skills; *Language Role; *Literacy Education; Mathematics Instruction; *Native Language Instruction; Second Language Instruction; Spanish Speaking; Translation
IDENTIFIERS- *Biliteracy; Massachusetts (Lawrence); Numeracy

Testimony offered to the United States Department of Education focuses on the need to legitimize the value of adult biliteracy, particularly among the Hispanic population. Using the demography of Lawrence, Massachusetts as an example, it is suggested that English-as-a-Second-Language (ESL) instruction alone will not lower the language barrier within communities, but may actually reinforce it. Latinos want their Spanish literacy to be recognized and valued as much as any English literacy they may attain. Three significant gaps in adult literacy services are identified. These include: (1) basic Spanish reading and writing instruction; (2) numeracy taught in Spanish, and (3) translation and interpretation skills. A need for Spanish-speaking adult educators, to be filled by desegregating the entire adult basic education staffing pattern, is emphasized. The same principles are seen as applicable to all linguistic minorities. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 324 998 HE 023 744

Hudis, Paula M.; And Others
Graduate Management Admission Council, Los Angeles, CA.
Finances of MBA Students. Results from the GMAC's New Matriculants Survey. GMAC Occasional Papers.
PUB DATE- Mar 90
NOTE- 83p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Education; *Business Administration Education; College Students; *Graduate Students; Higher Education; Management Development; *Masters Programs; *Paying for College; Statistical Data; *Student Costs

Data collected in the New Matriculants Survey, conducted in 1985 by the National Opinion Research Center, are used to provide this description of the finances of students in Master of Business Administration (MBA) programs. Over 2,000 MBA matriculants responded to the survey. Average annual expenses are analyzed by type of expense as linked to each of the following data elements: age, sex, race/ethnicity, citizenship, marital status, father's occupation, father's education, mother's education, enrollment status, current school characteristics, and various combinations of these elements. Average financial resources are analyzed by type of resource as related to each of the following data elements: age, sex, race/ethnicity, citizenship, marital status, father's occupation, father's education, mother's education, enrollment status, admission competitiveness, and various combinations of these elements. (JDD)

ED 325 076 IR 014 660

Makinson, G. J.; And Others
Mouse Driven Window Graphics for Network Teaching.
PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; College Mathematics; *Computer Assisted Instruction; Computer Graphics; *Computer System Design; *Courseware; Foreign Countries; Higher Education; *Local Area Networks; *Man Machine Systems; Programing; Teaching Methods
IDENTIFIERS- England

Computer enhanced teaching of computational mathematics on a network system driving graphics terminals is being redeveloped for a mouse-driven, high resolution, windowed environment of a UNIX work station. Preservation of the features of networked access by heterogeneous terminals is provided by the use of the X Window environment. A dmonstrator program has been developed which exhibits interactive access over an Ethernet network and displays the use of B splines for curve fitting. The control of the coordinates by the mouse button allows points to be added or deleted or dragged to a new position while a C program produces the display of the fitted curve. Screen icons control transformations of the curve and permit instant repositioning. Multitasking permits comparison of the results of alternative algorithms in adjacent windows. True format mathematical text, which can be called from a HELP button, is viewable in another window. (Author/DB)

ED 325 092 IR 014 680

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.
Advisory List of Computer Courseware, August-September 1990.
PUB DATE- 90
NOTE- 28p.; For April to July 1990, see ED 320 568.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Skills; *Computer Assisted Instruction; Computer Software Reviews; *Courseware; Curriculum Development; Elementary Secondary Education; Mathematics Instruction; Microcomputers; Programing; *Reading Instruction; Science Instruction; Social Studies; Writing Instruction
IDENTIFIERS- LOGO Programing Language

Two issues of this listing (August and September 1990) contain reviews of courseware for kindergarten through grade 12. Entries are classified by subject or application: communication skills, which include instruction in reading and writing; mathematics; microcomputer programing; science; social studies; and utilities (desktop publishing software). Information on each software package includes the title, publisher, copyright date, price, package contents, equipment required, suggested grade level, and program goals. This is followed by a detailed summary, a discussion of major strengths and weaknesses, and a statement of recommended uses. The table of contents of each issue provides an annotated list of the software packages reviewed in that issue. (DB)

ED 325 149 JC 900 526

Thomas, Carmelita; And Others
Cypress Coll., Calif.
Human Resources Development Plan, 1990-91.
PUB DATE- 90
NOTE- 93p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
Numerical/Quantitative Data (110)
DESCRIPTORS- College Role; *Community Colleges; Educational Legislation; *Faculty Development; Human Resources; *Needs Assessment; *Organizational Development; Organizational Objectives; Professional Development; Program Evaluation; *Staff Development; Two Year Colleges
IDENTIFIERS- *California Human Resources Development Plans

This report details the human resources development activities undertaken at Cypress College (CC) using Assembly Bill 1725 funds. The report includes information on activities conducted during the 1989-90 school and those planned for the 1990-1991 school year, along with results from needs assessments and evaluation surveys. The plan is divided into 12 sections presenting the following information: (1) the background to CC's human resources activity, describing the development and function of the Staff Development Steering Committee (SDSC); (2) a college staff and organizational flow chart; (3) details about the SDSC members' selection, terms, and responsibilities, and the committee's meeting times and operations; (4) staff development evaluation activities conducted by the SDSC; (5) the SDSC's statement on institutional productivity; (6) student population and ethnic composition data; (7) a description of CC's efforts to reformulate the institution's strategic plan and educational philosophy; (8) a description of the needs assessment surveys undertaken by the SDSC; (9) CC's staff development goals and activity plan for the 1990-91 school year; (10) SDSC funding allocation by activity type, listing the activities planned for the various employee groups for the 1990-91 school year and the goals they seek to fulfill; (11) a review of the SDSC activities from the 1989-90 school year and the evaluation strategy employed; and (12) a brief summative conclusion. Eighteen appendixes include: project proposal application forms; a SDSC meeting schedule; needs assessment survey forms and survey results; program evaluation forms and results; and a schedule of flex day (paid leave time) activities for employees. (GFW)

ED 325 190 JC 900 596

Fischbach, Rita
Persistence among Full-Time Students at Illinois Central College.
PUB DATE- 7 Jun 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Transfer Students; Community Colleges; Dropout Research; *Enrollment Influences; Followup Studies; Full Time Students; Predictive Measurement; *Predictor Variables; School Holding Power; Student Attitudes; *Student Attrition; Student Educational Objectives; Telephone Surveys; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Illinois Central College

In 1990, a study was conducted at Illinois Central College (ICC) to identify pre- and post-enrollment variables that could serve as predictors of student persistence and to compare persistence between vocational and academic program students. From a population of 656 Applied Science students and 671 Arts and Science students who were first-time, full-time, degree-seeking enrollees in fall 1987, a random sample of 75 students was selected from each group. Students were classified as persisters if, by fall 1989, they had graduated, had requested a transcript sent to a four-year institution, or were still enrolled. Pre-enrollment variables included age, gender, race, American College Testing Program (ACT) score, high school rank and class size, and stated educational goal. Post-enrollment data were obtained from student transcripts. Additionally, a telephone survey of persisters examined self-reported success factors. Study findings included the following: (1) no significant difference was found in persistence rates of vocational and academic program students; (2) among pre-enrollment variables, only ACT scores, student age, and high school percentile were found to be significantly related to student persistence; (3) grade point average and course withdrawal rates were the only significant post-enrollment variables; (4) students surveyed indicated that teachers were the institutional factor most important to their success, while family was the most important personal factor, followed by work, money and transportation. The survey instrument, tabulated survey results, and a 30-item bibliography are included. (JMC)

ED 325 234 PS 019 180

Hercberg, Serge
International Children's Centre, Paris (France).
Iron and Folate-Deficiency Anaemias.
PUB DATE- 90
NOTE- 44p.; Translated from the French by Helen Arnold.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - Serials (022)
DESCRIPTORS- *Anemia; Child Health; Developed Nations; *Developing Nations; *Disease Control; Global Approach; Guidelines; *Nutrition; Prevention; *Public Health
IDENTIFIERS- *Folate Deficiency; Maternal Health

Nutritional anemia is believed to be the most widespread nutritional disorder in the world. While it generally affects developing countries, developed countries are also affected to an extent sufficient to justify the implementation of preventive measures at a national level. This report focuses on iron and folate deficiencies, which are by far the most frequent causes of nutritional anemias. The discussion includes descriptions of iron and folate metabolism, consequences of deficiencies, methods of evaluation of iron and folate status, and prevention measures. A technical note on recommended iron intake takes into account bioavailability in dietary regimens around the world. The report also includes a statement released by the International Vitamin A Consultative Group on the role of vitamin A in child health and survival and a report of studies of iron absorption from meals including maize flour products that are eaten by Venezuelan adults. Of all human nutritional requirements, the requirement for iron raises the greatest practical problems. But thanks to increased epidemiological understanding, improved preventive measures can be implemented and their impact evaluated with increased accuracy. A chart provides basic and preventive estimated dietary iron requirements by sex, age, reproductive status of women, and for diets with low, moderate, and high bioavailability. (RH)

ED 324 847 EC 232 192

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
Computer Access. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 5p.; For related documents, see EC 232 187-195.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Computer Uses in Education; *Disabilities; Elementary Secondary Education; *Input Output Devices; *Media Adaptation; Speech Synthesizers

One of nine brief guides for special educators on using computer technology, this guide focuses on access including adaptations in input devices, output devices, and computer interfaces. Low technology devices include "no-technology" devices (usually modifications to existing devices), simple switches, and multiple switches. High technology input devices include advanced switches, video pointing devices, modified keyboards, alternative keyboards, voice recognition devices, and optical character readers. Among output devices are non-computer-dependent or computer-dependent devices (including print enlargers, braillers, and light/sound transmitters) and speech synthesizers. Interfaces used to connect various devices with the computer are briefly discussed. Listed are six readings, four low technology devices, four advanced switchcs, two video pointing devices, two modified keyboards, four alternative keyboards, two voice recognition devices, one optical character reader, five non-computer-dependent output devices, four computer-dependent output devices, four speech synthesizers, three computer interfaces, and a video. (DB)

ED 324 890 EC 232 485

Arkansas Univ., Little Rock.; Association for Retarded Citizens of Arkansas.
A Focus on Special People Using Technology...Project TAARK.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- May 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Case Studies; Daily Living Skills; *Disabilities; Independent Living; Microcomputers; *Personal Autonomy; Personal Narratives; *Technology; Wheelchairs

The newsletter presents short vignettes describing persons of different ages and disabilities, with emphasis on the technologies each person uses to cope with daily challenges. Vignettes describe a Down Syndrome 6-year-old whose learning is helped by computer access; a cerebral palsied adult whose head-controlled power wheelchair, dowel stick, electric feeder, and telephone speakerphone give him a degree of independence; an older deaf adult for whom lights, a telecommunication device, and a television decoder provide important links with other people; a high school student with severe hearing loss who is able to attend regular classes due to his hearing aid and auditory trainer; a blind adult who makes maximum use of a computer with speech synthesizer and a Braillewriter; and a physically disabled adult who uses a wheelchair to increase mobility and uses computers for work and recreation. (DB)

ED 324 936 FL 018 918

Sedelow, Sally Yeates
The Interlingual Thesaurus Model for Global Technical Communication: Research Results.
PUB DATE- 89
NOTE- 12p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Chinese; Computer Oriented Programs; English; Higher Education; *Intercultural Communication; Language Processing; *Languages for Special Purposes; Machine Translation; Second Language Instruction; *Semantics; *Thesauri; Uncommonly Taught Languages
IDENTIFIERS- *Rogets International Thesaurus

An interlingual communication support system that shows semantic matches and mismatches among languages being used for any transaction is discussed. The system uses a thesaurus approach to the meaning structure of language, which is hierarchical, but uses a cross-hierarchical approach to access different meanings for selection of the appropriate usage. Thesaurus research has shown a strong correlation between semantic groupings used in "Roget's International Thesaurus" (3rd edition) and the verbal groupings guiding use of the English language, suggesting that the thesaurus may be regarded as the skeleton for English-speaking society's collective associative memory. The approach was tested on the translation of technical information from Chinese to English. A significant problem encountered was the degree of semantic polarity expressed and expected in English in comparison with that of Chinese. The experiment did produce results correlating well with observations made about Chinese in relation to Western languages, and offers a basis for semantic distribution of other languages. The thesaurus approach is seen as having substantial potential for enhancing cross-linguistic comparison. (MSE)

ED 324 951 FL 018 933

Neumann, Ingrid
Discourse in Professional Situations.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Meeting of the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Class Activities; Classroom Techniques; Foreign Countries; *German; *International Trade; *Languages for Special Purposes; Norwegian; *Oral Language; Second Language Instruction; *Simulation; Translation; Uncommonly Taught Languages
IDENTIFIERS- *Ubertragung

A classroom technique called "ubertragung," used for exercise and evaluation of oral communication, is explained as it is applied in a course in business German for native speakers of Norwegian. Learners read a text in Norwegian containing information relevant to the study of German for international trade. Later, students use the information in simulation of a professional situation in German. Generally, students speak in a dialogue but may also record a message or make a short presentation to an audience. Learners are encouraged to address a partner, to stimulate feedback. Pragmatic structure of communication in a professional situation is emphasized. A sample exercise, including the background article in Norwegian, is supplied. In construction of the instructional model, research on discourse processing was consulted. The objective is free speech production with specific content in project-oriented exercises. Students are made aware of the rules of interactive discourse with adaptation for cultural barriers and professional behavior. Direct translation, commonly taught in Scandinavia, is avoided. "Ubertragung" is used from the beginning of the course, with the various steps in the discourse process isolated and discussed through text analysis. The method is seen as useful for teaching languages for specific purposes. (MSE)

ED 324 968 FL 018 960

Scholes, Robert J.
Affixation and Inflection in Pre-Historic Indo-European.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the World Congress of Applied
  Linguistics sponsored by the International Association of Applied
  Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Affixes; Comparative Analysis; Diachronic Linguistics;
  *Grammar; *Illiteracy; *Indo European Languages; Language
  Patterns; Language Processing; Language Research; Linguistic
  Theory; *Literacy
IDENTIFIERS- *Inflection (Grammar); *Preliterate Societies

A discussion of pre-historic (i.e., preliterate) language looks at the processes of affixation and inflection in the context of two conflicting theories on the complexity of those languages. The traditional view holds that the grammar used by early Indo-Europeans was at least as complex and abstract as that of any modern educated and literate speaker. The other perspective is that the early peoples are unlikely to have been very different in language and thought from present-day non-literate speakers and very different from contemporary literate language users. The two theories are outlined and discussed. It is concluded that given the absence of direct evidence for pre-historical stages and changes in Indo-European languages, the conflict will have to be resolved through: (1) an appraisal of the validity of the traditional technique of historical linguistics; (2) appraisal of the validity of the studies and descriptions of non-literate users of contemporary languages; and (3) evaluation of the latter theory's assertion that characterizations of contemporary individuals and societies are proper data for the understanding of early man. (MSE)

ED 325 014 HE 023 931

Bateman, Walter L.
Open to Question. The Art of Teaching and Learning by Inquiry.
PUB DATE- 90
NOTE- 221p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; *Discussion (Teaching Technique); Higher Education; Instructional Improvement; Instructional Innovation; Learning Strategies; *Questioning Techniques; *Teacher Student Relationship; *Teaching Methods

The power of inquiry teaching is demonstrated as a way in which learning can be transformed from a passive process to a dynamic, enjoyable adventure. Using anecdotes, conversations, and letters, the book describes the application of the inquiry methodology. In addition, guidelines for selecting topics for discussion are included, as well as hints for preparing classroom presentations and dealing with problem students. The first three chapters illustrate the change in students when inquiry/inductive methods are used; and they show how conflict over ideas can stimulate learning and growth. The bulk of the chapters that follow provide examples to illustrate classroom conversations as students use inquiry approaches. The final three chapters recapitulate how the teacher must reshape his/her own role and how to organize lessons of inquiry, closing with comments regarding the delight that is found in dealing with students who grow and learn, and manage to think freely. (GLR)

ED 325 031 HE 023 948

Israel, Lynn; And Others
Colorado Commission on Higher Education, Denver.

Feasibility Study for a Colorado Education Information Center.

SPONS. AGENCY- Colorado Student Loan Program, Denver.; Colorado Student Obligation Bond Authority, Denver.
PUB DATE- 30 Jun 88
NOTE- 106p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Career Counseling; *Clearinghouses; Educational Counseling; Educational Demand; Ethnic Groups; Feasibility Studies; Financial Support; Higher Education; *Information Centers; Information Dissemination; *Information Services; Minority Groups; Outreach Programs; Research Methodology
IDENTIFIERS- *Colorado

A three-month study in 1988 examined the feasibility of establishing a postsecondary education information center in Colorado similar to the Massachusetts Higher Education Information Center in Boston. Perceptions of 150 educators, counselors, students, and parents throughout the state were assessed. Findings led to recommendations differing significantly from the centrally located Boston model. Recommendations include: (1) establishing a central clearinghouse to serve as a comprehensive resource of information for postsecondary education opportunities, financial assistance, and career planning; (2) designing and implementing outreach workshops and training programs for parents, eduators, counselors, students, and adults in general, and coordinating existing pre-collegiate programs; (3) developing a public/private partnership to fund the center's activities; and (4) developing ongoing evaluation and reporting activities. Appendixes include a list of the feasibility study interview participants; copies of the questionnaires and mailed surveys that were used in the study, a listing and description of the Colorado higher education information programs and services which already exist, and a list of national higher education information programs. (GLR)

ED 325 107 IR 014 710

Franklin, Sharon, Ed.; Strudler, Neal, Ed.
International Society for Technology in Education, Eugene, OR.
Computer-Integrated Instruction Inservice Notebook: Secondary School Science.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 283p.; For related documents, see IR 014 708-711. The accompanying 800K Macintosh disks are not included in this document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Databases; Hypothesis Testing; *Inservice Teacher Education; Postsecondary Education; Science Instruction; Secondary Education; *Secondary School Science; *Secondary School Teachers; Spreadsheets; *Teaching Methods
The purpose of this notebook is to assist educators who are designing and implementing inservice education programs to facilitate the effective use of computer integrated instruction (CII) in schools. It is divided into the following five sections: (1) Effective Inservice (a brief summary of inservice literature focused on inservice dimensions and design principles); (2) Background Information (an overview of computers in education and a discussion of the roles of computers in problem solving); (3) Initiating/Planning an Inservice (suggestions for preliminary planning and activities and a sample timeline for those activities); (4) An Eight-Session Science Inservice (2-hour sessions include hypothesis testing using a computer, searching and sorting databases to generate and test hypotheses, creating a database for testing hypotheses, introduction to a spreadsheet, creating a spreadsheet, using an integrated package to produce a lab report, investigation of some commercially available science education software, and projects and closure); and (5) Instruments and Evaluation (a variety of instruments for needs assessment, formative evaluation, and summative evaluation). Each 2-hour science inservice session contains some or all of the following: narrative overview, script (topics, objectives, materials, activities), timeline, handouts, and readings. References are listed in the first three sections, and a software bibliography is included in the fourth section. (DB)

ED 325 177 JC 900 579

Gaines, Gale F.
Southern Regional Education Board, Atlanta, Ga.

SREB Faculty Salary Update: 1989-90 Averages at Public Community and Junior Colleges.

PUB DATE- Aug 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; Educational Trends; Higher Education; National Norms; *Public Colleges; State Norms; State Surveys; *Teacher Salaries; Trend Analysis; *Two Year Colleges; Universities

Faculty salaries in the 1980's at comprehensive two-year colleges in the Southern Regional Education Board (SREB) states (i.e., Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia) increased significantly but did not keep pace with four-year public institutions or public school salary hikes. An analysis of faculty salaries in the SREB region showed that: (1) between 1980 and 1990 salaries at two-year colleges increased 87.3%, while four-year college faculty salaries increased by 92.3% and public school teacher salaries increased by 95.3%; (2) for 1990 the average community college faculty salary was only 91.6% of the national average of $34,510; (3) the average faculty salary in 1979-80 at technical and comprehensive junior colleges was $16,870; (4) beginning in 1983-84, the regional average salary for comprehensive junior colleges only was $22,388; (5) in 1989-90, the average salary had climbed 41.2% to $31,602; (6) between 1984 and 1990, the largest percentage increase in average salaries was in Virginia (61.7%) and the smallest was in Texas (19.9%); (7) from 1989 to 1990, regional and national two-year college salary averages increased by 6.6%, higher than the regional and national increases for public school teachers (4.9% and 5.9%, respectively) and for the regional and national increases for four-year college faculty (5.6% and 5.4%, respectively); and (8) estimated two-year college faculty salary increases for 1990-91 range from 0.8% to 16%. A longitudinal data table of salary increases by SREB state is included. (GFW)

ED 325 204 PS 019 068

Lubeck, Sally
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Four-Year-Olds and Public Schooling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Preschool Children; Preschool Education; *Public Education; *Public Schools
IDENTIFIERS- ERIC Digests; *Program Characteristics

This ERIC Digest discusses public schooling for 4-year-old children and other preschoolers. Sections concern: (1) conditions presently creating a need for child care and early education; (2) the population to be served; (3) program types, including the traditional preschool, the academic preschool, and a hybrid form; (4) program sites; and (5) child care in public schools. While the clamor to place 4-year-olds in public schools continues, it should be remembered that 4-year-olds are but one subgroup of the preschool population and schools provide only one alternative for their care and education. Questions about the public support of child care for all preschool children will continue to be raised. (RH)

ED 325 219 PS 019 145

Bower, Don; And Others
Parents and Puberty: Encouraging Family Communication.
PUB DATE- Nov 90
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Seattle, WA, November 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Community Programs; Fathers; Mothers; *Parent Child Relationship; Preadolescents; Program Descriptions; Sex Differences; Sex Education; *Sexuality
IDENTIFIERS- *Puberty

A community-based sexuality education program for parents and their puberty-aged children is described, and findings of a follow-up survey of the program are reported. The program was developed to provide factual information about puberty and sexuality which would serve as a basis for increased communication about sexuality between parents and children. The 2-hour program was presented by male and female human development specialists from the Cooperative Extension Service of the University of Georgia or other specially trained professionals. The program provided separate sessions for parents and sons aged 10-13 and for parents and daughters aged 10-13. Videos were used to provide information and stimulate discussion. Questions from participants influenced the depth of the discussion. Follow-up evaluation data from a sample of 35 fathers, 150 mothers, 70 boys, and 98 girls indicated that programs which reach their audience only once can in fact make a difference in the attitudes, knowledge, and behavior of participants. Findings also indicated factors that had a critical influence on communication about sexuality and sexual values, the degree to which parents assumed responsibility for such communication, and the particular needs of parents residing in rural areas. Implications of the findings are listed. (RH)

ED 324 860 EC 232 405

Rosenqvist, Jerry; Vallberg, Ann-Christine
Lund Univ. (Sweden). Malmo School of Education.
The Function of Schools for the Mentally Retarded in a Labour Market Perspective. Project Number 6371.
PUB DATE- Nov 89
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; *Educational Practices; Employer Attitudes; *Employment Potential; Foreign Countries; *Labor Market; *Mental Retardation; Outcomes of Education; Secondary Education; Special Schools; Supervisors; *Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Sweden

The newsletter issue presents the results of a project that examined: (1) teaching at the senior level of schools for the mentally retarded in Sweden; (2) teachers' and supervisors' views of the pupils; and (3) the reality of the open labor market. The project analyzed mechanisms in and outside teaching that prevent or impede access to the labor market by former pupils of schools for the mentally retarded. The study involved 103 students in grades 7 through 10, 12 class teachers, 11 vocational guidance teachers, 10 representatives of working life, and 2 parents. The study found that the schools' written curriculum was a well-intentioned document with many practical instructions for the planning of teaching. However, teachers in some quarters made very little use of it in lesson planning. Teachers and representatives of working life regarded pupils as conscientious in terms of punctuality, careful and sustained work, and attendance, with shortcomings in the areas of flexibility and initiative. Most of the class teachers taught their pupils with enthusiasm and pleasure, but there were some who adopted a fairly repressive attitude. Vocational guidance teachers adopted a more dynamic approach in their professional practice than regular class teachers. Among numerous recommendations are the following: (1) early introduction to and instruction on conditions of working life; (2) recurrent in-service training especially for classroom teachers; (3) identify-supportive instruction for pupils and teacher training in such instruction, including ways to "stretch" pupils' capacities; (4) joint meetings of teachers and working life representatives at supervised work training places; and (5) active commitment by school management to staff welfare. Includes 14 references and a list of 22 project reports produced or in preparation. (JDD)

ED 324 904   FL 018 335

Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.
English Teachers' Journal (Israel), Numbers 31-41, April 1985-December 1990.

PUB DATE- Dec 90
NOTE- 1,228p.; Incorporating 'English Teaching Guidance.'
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF09/PC50 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; Elementary Secondary Education; *English (Second Language); English Teacher Education; Foreign Countries; Languages for Special Purposes; *Language Teachers; *Language Tests; Second Language Instruction; Teacher Associations
IDENTIFIERS- *Bagrut Examinations; *Israel

This document consists of a compilation of 11 issues of the journal "English Teachers' Journal (Israel)," extending from April 1985 through December 1990, a period of 5.5 years. Typical issues contain around 14 articles, usually arranged in 3-4 groups differing with each issue. Typical groups are: "Teaching English to Special Populations"; "The Oral Bagrut"; "The Teaching of Vocabulary"; "Language Testing"; "Teaching Native Speakers"; "Implementing the New Syllabus"; "Groupwork in the English Classroom"; "Hi-Tech in the English Classroom". (MSE)

ED 325 061 HE 023 984

Orczyk, Cynthia L.
The Effects of Critical Career Events on Self-Efficacy and Scholarly Achievement.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement; *Career Development; *College Faculty; Higher Education; *Individual Development; Mentors; Occupational Aspiration; Occupational Surveys; Professional Recognition; Rewards; *Self Efficacy; Self Esteem; *Self Motivation; *Teacher Attitudes

Using a critical-career events framework to describe the socialization process in academe, a model was developed which relates how the experiencing of critical-career events affects individuals' judgments of their research self-efficacy which, in turn, affects their scholarly productivity. A sample of 206 full-time associate professors from 7 different schools participated in the study and 126 cases were eventually analyzed. The study found inconclusive evidence that critical-career events or self-esteem directly influenced the development of self-efficacy or achievement; however, the following relationships were found to be significant to self-esteem and self-efficacy: (1) mentoring; (2) growth opportunities; and (3) an award system; both growth opportunities and self-efficacy were significant to achievement. It is concluded that the study led to the development of inferences and might ultimately lead to interventions designed to enhance the education and scholastic career development of tomorrow's leaders. (GLR)

ED 325 121 IR 053 317

Jakubs, Deborah
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Qualitative Collection Analysis: The Conspectus Methodology. SPEC Kit 151.
PUB DATE- Feb 89
NOTE- 130p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Administrative Policy; *Evaluation Criteria; Higher Education; Library Administration; Library Associations; *Library Collection Development; Library Expenditures; Library Role; Library Surveys; *Policy Formation; Program Evaluation; Questionnaires; *Research Libraries
IDENTIFIERS- North American Collections Inventory Project

The introduction to this Systems and Procedures Exchange Center (SPEC) kit explains the Conspectus method, which was developed in 1980 by the Research Libraries Group (RLG) as a means of systematically and qualitatively evaluating large library collections. The discussion considers advantages and disadvantages of this tool, which evaluates past collection efforts, revealing the way in which the collections reflect those efforts, and determining the current and projected collecting intensity. Organization and staffing concerns are also discussed, as well as issues and trends in applications of the methodology. The North American Collections Inventory Project (NCIP)--an expansion of the Conspectus method--is described, and a copy of the NCIP questionnaire is provided. The major part of this publication is made up of documents that were submitted by Association of Research Libraries (ARL) member libraries in conjunction with the NCIP survey. This collection includes four documents that outline plans and procedures for implementing the Conspectus methodology, six that set forth criteria for assessing a collection, six that discuss various uses for the Conspectus, and four Conspectus project reports. Institutions submitting these documents are Emory University, Harvard University, Indiana University, Library Information Resources for the Northwest (LIRN), METRO, University of Alberta, University of British Columbia, University of California-Los Angeles, University of Missouri-Columbia, University of Oklahoma, University of Toronto, University of Virginia, Washington University, and Yale University. A nine-item reading list is also provided. (SD)

ED 324 875 EC 232 420

Houk, Vernon N.
Centers for Disease Control (DHHS/PHS), Atlanta, GA.
The Year 2000 Objective for Mental Retardation.
PUB DATE- 29 May 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Disabilities; Downs Syndrome; Etiology; Federal Programs; Futures (of Society); Goal Orientation; Incidence; *Mental Retardation; *Objectives; *Prevention; Program Development; *Public Policy; Standards
IDENTIFIERS- *Centers for Disease Control GA; Fetal Alcohol Syndrome

The Centers for Disease Control (CDC) has begun a program for the prevention of disabilities, with one area of focus being developmental disabilities. An objective for the Year 2000 Health Objectives for the Nation has been proposed, stating: "By the year 2000, the prevalence of serious mental retardation (an intelligence quotient of less than 50) will be reduced from 2.7 per 1,000 children to no more than 2.0 per 1,000." Two major approaches for reducing serious mental retardation include reducing its severity among children with clinical disorders associated with serious mental retardation and reducing the incidence of these clinical disorders. Four groups of clinical disorders offer important opportunities to reduce incidence: alcohol-related mental retardation; mental retardation due to psychosocial deprivation; Down Syndrome; and a group of many known causes which account for a small proportion of mental retardation. Maternal use of alcohol in early pregnancy is used as an example to outline an incidence reduction model and possible preventive techniques. CDC will work towards this national health objective in three major areas: technical assistance and support for state and community prevention programs; support for better data and more rigorous evaluation of interventions; and etiologic research. (JDD)

ED 324 921 FL 018 894

Language Inst. of Japan, Odawara.
Professionalism in English Language Teaching.
PUB DATE- 90
NOTE- 125p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Anxiety; Classroom Techniques; Conversational Language Courses; Cultural Traits; *English (Second Language); Foreign Countries; Higher Education; International Cooperation; International Organizations; Interpersonal Communication; *Language Teachers; Masters Degrees; Notetaking; Pragmatics; Researchers; Second Language Instruction; *Standards; *Teacher Certification; Teacher Education; Writing Instruction
IDENTIFIERS- Japan; *Professionalism; Thailand

Articles in this first special focus issue in Cross Currents' 18-year history include the following: "Courses or Resources" (Alan Maley); "Linguistic Pragmatics and English Language Learning" (S. Kathleen Kitao); "Arriving at the Himalayan Range: Language Learning and Teacher Training" (Subhash Jain); "The Fear of Making Errors (Keiko Nonaka); and "Politics and the Modern English Language" (Thomas Clayton). Four somewhat brief articles are contained in the section headed "Bright Ideas." They are: "Note Taking" (David Wardell); "Task Writing for Conversation Courses" (N. Ann Chenoweth); "Teaching with Imperfect Language" (Curtis Chapman); and "The Skit Project: Teaching Cultural Communication Patterns" (Mika Miyasone, Daniel J. Eichhorst). The final section consists of a series of articles focusing on professionalism in English language teaching and presented as a forum. Titles are as follows: "Introductory Remarks" (Thomas Clayton); "International TESOL: An Argument for Certification" (Janet Anderson-Hsieh); "Against an International TESOL License" (Thomas Graham); "Matters of Professionalism and the Degree in TESOL" (John Staczek); "Pilgrims, Progress, and Professionalism in TESOL" (Keith Maurice); "International Standards for ESL Teachers: An Agenda and Recommendations" (Rene Cisneros, Elizabeth Leone); "What Did Isadora Duncan and Einstein Have in Common?" (Robert O'Neill); "The Importance of Grammar in ESL Teacher Education" (Patrick Duffley); "Japanese University Hiring Practices and the Masters in TEFL" (Michael Redfield); "Some Thai Perspectives on TESOL Professionalism" (Acharapan Leanhanathavuth); and "The Teacher-Researcher: Personal Reflections" (John Swales). (MSE)

ED 324 999 HE 023 848

Banta, Trudy W.
Tennessee Univ., Knoxville. Learning Research Center.
The NCHEMS/Kellogg Student Outcomes Project at the University of Tennessee, Knoxville. Final Report, 1982-84.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- Apr 84
NOTE- 205p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Outcomes Assessment; Evaluation Methods; *Evaluation Utilization; General Education; Higher Education; Information Utilization; Majors (Students); Outcomes of Education; *Program Evaluation; *Program Improvement; Student Attitudes
IDENTIFIERS- *University of Tennessee Knoxville

This report describes a project undertaken at the University of Tennessee, Knoxville (UTK) between January 1, 1982 and March 31, 1984, which was designed to increase the use in program assessment and in program improvement of information derived from measures of: (1) student achievement in general education; (2) student achievement in the major field; and (3) student opinions concerning the quality of academic programs and services. After a brief program description, the origins of the UTK project are examined, including proposal development, the student outcome data available, and goals of the campus project. Project operations are then reported including the following topics: project structure and organization; project activities; campus involvement strategies; data presentation strategies; and project continuation. Project impact included: changes in curriculum and instruction (e.g., participation in one or more evaluative procedures was made mandatory for students); changes in student services (e.g., improved advising services); and changes in institutional planning and evaluation activities (e.g., increased use of student outcome information in major field program evaluation). The major portion of the document consists of 12 appendixes which provide details of the program's activities and findings. (DB)

ED 325 046 HE 023 965

Mazurkiewicz, Boleslaw K.
The Mission of the Polish Universities in Environmental Preservation.
PUB DATE- 7 Aug 90
NOTE- 8p.; Paper presented at the International Association of Universities General Conference (9th, Helsinki, Finland, August 5-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Conservation (Environment); Cooperative Programs; Ecological Factors; Ecology; Economic Development; Economic Impact; *Environmental Education; Foreign Countries; Global Approach; Higher Education; *Institutional Mission; Intercollegiate Cooperation; *International Cooperation; International Programs; Physical Environment; *Pollution; *Research Projects; Role of Education
IDENTIFIERS- Europe; *Poland

In order to reduce pollution, secure long-term energy needs, retard the depletion of non-renewable resources, and harmonize industrialization with the vulnerable environment, Polish universities are directing their efforts toward intensification of ecological education and intensification of research activities. Its efforts are connected with COPERNICUS (Cooperative Programme in Europe for Research on Nature and Industry through Coordinated University Studies.) In the area of ecological education, the problems of ecology and environmental protection are being emphasized in curricula and textbooks for biology, geography, and chemistry. Course offerings and specializations on environmental protection are increasing. Polish universities are participating in five governmental research programs concerning protection of the natural environment, soil erosion and methods of its prevention, protection and control of selected species of animals, optimization of water economics, and fish farming. The Baltic Project is a focal point of international research, in recognition that the large and complex system of land, air, and water of Baltic Europe is losing its capacity to maintain fresh air, clean water, and noncontaminated food. The economic development of Poland and proper international collaboration are vital for Polish universities to fulfill their important mission in these projects. (JDD)

ED 325 077 IR 014 661

Gomersall, I. R.
An Integrated Approach to Information Technology in Schools--Bradford City Technology College.
PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Innovation; Educational Planning; Foreign Countries; *Information Technology; *Local Area Networks; *Microcomputers; *Science Teaching Centers; Secondary Education
IDENTIFIERS- Disk Operating Systems; MS DOS; United Kingdom

The City Technology Colleges in Great Britain were developed to teach science and information technology to students from 11 to 18 years of age. The approach adopted at the Bradford City Technology College, which was to open in September 1990, is one in which emphasis is given to combining established technologies with a new educational context. Two decisions had to be made--whether to standardize on MS-DOS, and whether to network the college. MS-DOS was chosen albeit with the knowledge that most existing software in Great Britain is for use on non-IBM-compatible computers. Networking was chosen for its results in better performance and reduction in hardware and software maintenance problems. The paper concludes with brief discussions of various educational applications of computers, including: (1) enabling technologies (word processing, desktop publishing, spreadsheets, and databases); (2) computer based learning materials (specific subject computer assisted learning programs, simulations); and (3) information sources (CD-ROM, online access, and the library catalog). It is expected that a broadband facility will be installed, which will enable the school to offer video services as well. (DB)

ED 325 093 IR 014 681

van Stapele, Peter, Ed.; Sutton, Clifford C., Ed.
World Council for Curriculum and Instruction, Bloomington, IN.
Audiovisual Mass Media and Education. TTW 27/28.
PUB DATE- Aug 89
NOTE- 249p.; Used as prepublication for the Triennial Conference on Education of the World Council for Curriculum and Instruction (6th, Noordwijkerhout, the Netherlands, August 5-13, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Audiovisual Communications; Audiovisual Instruction; Developed Nations; Developing Nations; Educational Innovation; Elementary Secondary Education; *Films; Foreign Countries; Higher Education; *Mass Media Effects; *Mass Media Use; Media Selection; *Television

The 15 articles in this special issue focus on learning about the audiovisual mass media and education, especially television and film, in relation to various pedagogical and didactical questions. Individual articles are: (1) "Audiovisual Mass Media for Education in Pakistan: Problems and Prospects" (Ahmed Noor Kahn); (2) "The Role of the Audiovisual Mass Media on the Development of the Nigerian Child" (Adjai N. D. Robinson); (3) "The Implication of Audiovisual Mass Media on Educational Operations in Nigeria" (Joshua Ojo Oni); (4) "Audiovisual Mass Media Education for Creative Curriculum Development and Practice in English Language: A Case Study in Nigeria" (M. Olufunmilayo Odusina); (5) "Toward Compassion and Justice: Audiovisual Mass Media and the North-South Divide" (Toh Swee-Hin); (6) "Media Studies in Schools--Into the Next Era" (Barrie McMahon and Robyn Quin); (7) "Creative Curriculum Packaging for Diverse Populations: Learning about Television and Film, a Public Responsibility and a Personal Challenge" (Carol Ann Valentine); (8) "Mass Media and Education: A Mutual Challenge" (David C. Butts); (9) "The Media: Servant or Master?" (Rex Andrews); (10) "The Development of Media Education in Europe in the 1980s" (Len Masterman); (11) "The Fictional World of Film and Television: Theatrical Communication in the Classroom" (Sonja de Leeuw); (12) "Creating a Balance between Maker and Viewer" (Harrie Swinkels); (13) "Machines Come Later: Basics of Audiovisual Mass Media" (Peter van Stapele); (14) "On Becoming a Cinephile: A Theoretical and Empirical Analysis of Film Taste" (Ed S. H. Tan, Leopold J. M. Eggermont, and Petronella D. M. Joosten); and (15) "Interactive Media: Friend or Foe?" (Richard N. Tucker). A short biography of each contributor is provided. (DB)

ED 325 135 IR 053 332

Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
Focus on Research. A Guide to Developing Students' Research Skills.
PUB DATE- 90
NOTE- 90p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Integrated Library Instruction; *Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; Learning Resources Centers; *Library Skills; Media Specialists; Records (Forms); *Research Skills; School Libraries; Search Strategies; State Curriculum Guides; Student Projects; *Student Research; Users (Information)
IDENTIFIERS- *Librarian Teacher Cooperation

Intended for teachers and teacher-librarians, this guide provides instructional materials and commentary to help students grow in their ability to gather, process, and share information, and develop research skills applicable to any subject area and in real life situations. The guide is divided into seven chapters: (1) "Introduction and Overview," provides information on the goals cf research and the purposeful use of research activities; (2) "Focus," which explains the roles of the student, the teacher/teacher-librarian, and resources in the development of a research activity; (3) "Research--the Components," which lists in tabular format the five stages of a research model, and the skills and strategies that are involved in each stage; (4) "Curriculum Links," which cites skills from teacher resource manuals that promote the use of research; (5) "Before Research--Teacher Preparation," which provides planning information that will be most useful to teachers just beginning to integrate research into classroom activities; (6) "Putting It into Practice," which offers specific examples for implementing research in class situations; and (7) "From the Classroom," which provides descriptions of research activities from teachers who implement research in their curricula. The appendix contains planning forms that may prove useful to teachers who are new to integrating research activities into their classes. (38 references) (SD)

ED 325 250 PS 019 217

Fink, Barbara B.

Increasing Services to Early Childhood Students by Providing More Classrooms and Integrating Students.

PUB DATE- 90
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Compensatory Education; *Delivery Systems; Disabilities; Disadvantaged; Early Childhood Education; *Enrollment; *High Risk Students; Mainstreaming; Program Development; *Special Education

A school psychologist implemented a practicum intervention designed to increase services to all students eligible for Early Childhood Special Education (ECSE) and Children At Risk Educationally (CARE) programs in 12 elementary school districts in the rural Midwest. Objectives of the intervention were that: (1) superintendents in all school districts in the county that had enough students eligible for CARE/ECSE to justify adding a classroom would do so; and (2) the names of all children eligible for CARE/ECSE be put on a class list. Both objectives were to be met before the beginning of the next school year. County superintendents were interviewed and board meeting reports were reviewed in an effort to determine whether the district would provide CARE/ECSE classrooms for the coming school year. The list of eligible students and the school districts' class lists were reviewed to determine whether each eligible student was enrolled in a class. As a result of the intervention, classrooms were provided in districts that had not provided local service, and students identified as eligible were enrolled. In the future, more students will remain in their home district, parent visits to school and classroom will be more convenient, and students will benefit from participation in integrated classrooms. (RH)

ED 324 905 FL 018 370

Burke, Sally; Ticher, Paul
Community Information Project, London (England).

Multi-lingual Word Processing and Voluntary Organisations: Report of a Conference (1st, London, England, June 1988).

SPONS. AGENCY- London Borough Grant Scheme (England).
PUB DATE- Sep 88
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- *Community Involvement; *Computer Software; Feedback; Foreign Countries; *Multilingualism; *Voluntary Agencies; *Word Processing
IDENTIFIERS- Community Information Project (England)

This is a report of the first national exhibition and conference on multilingual word processing in voluntary organizations and community groups held in London, England in June 1988. The keynote speech of the conference, "Why Multi-ethnic Systems Matter" and a speech entitled "What Users and Manufacturers Should Be Talking About" are included in the report, as well as a summary of the conference and exhibition. Feedback and evaluation by participants about the conference are also provided. Appended materials include lists of conference exhibitors and participating organizations, and an article, reproduced from a newsletter, on multilingual word processing. (VWL)

ED 324 937 FL 018 919

Sherman, James L.
Japan: Body Language and Etiquette as a Means of Intercultural Communication.
PUB DATE- 89
NOTE- 24p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; *Body Language; Business Administration; Cultural Awareness; *Cultural Traits; Foreign Countries; *Intercultural Communication; Second Language Instruction
IDENTIFIERS- *Japan; *Politeness

While English-speaking businesspeople may have difficulty learning Japanese, they can improve communication skills with Japanese nationals by placing more emphasis on body language and etiquette. This knowledge can supplement limited verbal skills in Japanese and promote communication in all-English conversations. Body language, or gestures, are of three types: instinctive, semiotic, and paralinguistic. Gestures that have become formalized in Japan and acquired meanings other than those intended or understood by English-speakers include the smile, bow, and certain specific hand gestures. Some common gestures may have no intrinsic meaning to westerners but need to be understood. In addition, derogatory gestures are generally made only to a third party. Aspects of Japanese etiquette that are important for the foreigner to acknowledge include the fact that the Japanese generally do not touch, blow their noses, eat, or behave loudly in public. Dress is more formal, business cards are essential, and such behaviors as seeing people off at a train station or airport, patience, keeping adequate personal distance, close attention in conversations, and addressing individuals appropriately are also important. Specific behaviors are proper in a Japanese family situation. While sources of information about Japanese gestures are rare, books and software teach Japanese etiquette. (MSE)

ED 324 952 FL 018 935

Van Elsen, Edwig; And Others
COMETT-CALLIOPE: The Implementation of Call Materials for Business and Industrial Purposes.
PUB DATE- Mar 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Computer Assisted Language Learning and Instruction Consortium (Baltimore, MD, March 19-23, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; *Computer Assisted Instruction; Computer Software Development; *Courseware; Data Collection; Foreign Countries; Instructional Materials; *Languages for Special Purposes; Learning Strategies; Program Descriptions; *Second Language Instruction; Second Language Learning; Teaching Methods; *Vocabulary
IDENTIFIERS- *COMETT CALLIOPE (Project); European Community

The development of a Computer Assisted Language Learning for Information Organization and Production in Europe (CALLIOPE) program is discussed. CALLIOPE is a program launched by the European Community that is intended to provide computer-based foreign language instruction for the business and industrial environment. Program goals are two-fold: (1) to investigate specific terminology employed by participating companies; and (2) to include that terminology in a computer-based instructional program that affords efficient teaching of specialized second-language vocabularies. The development of a program providing relevant and made-to-measure courseware materials for one company is described in detail. Crucial to the program's success was a careful investigation of existing language needs in the company, the collection of company authentic data materials, intelligent analysis and coding of the materials for database use, and the formation of instructional strategies and user interfaces to increase the versatility and multifunctionality of the final program. (JL)

ED 324 984 FL 800 275

Center for Applied Linguistics, Washington, DC. Refugee Service Center.
Cultural Orientation. Young Adult Curriculum: Introduction.
SPONS. AGENCY- Department of State, Washington, D.C.
PUB DATE- Nov 89
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Classroom Techniques; Cross Cultural Training; *Curriculum Design; *Emotional Development; *Individual Development; Profiles; Program Descriptions; Records (Forms); *Refugees; Teaching Methods; Young Adults

The cultural orientation curriculum for young adults in the International Catholic Migration Commission's Philippine Refugee Processing Center is discussed and outlined. The program's goals for emotional and character development (self-awareness and self-esteem, cultural awareness, pro-activity, personal responsibility), knowledge of cultural information and resettlement realities, and cross-cultural adaptation skills (problem-solving, goal-setting and planning, information seeking, stress management, and socialization) are specified. The curriculum's organization is described, including the four major unit topics (self, family and home, work/school/peers, and community and society); use of themes and projects; and the emphasis on learning skills related to American socialization, such as throwing a frisbee. Commonly-used classroom instructional techniques are also described briefly. Additional materials include an outline of themes for each unit, a series of forms for developing individual student profiles, a reprinted article on the program's young adult emphasis, and descriptions of the young adult services and classroom crisis components of the program. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 325 015 HE 023 932

New York State Education Dept., Albany. Bureau of Postsecondary Research and Information Systems.

A Report on Student Financial Aid at Degree-Granting Postsecondary Institutions in New York State. 1986-87 to 1988-89.

PUB DATE- Aug 90

NOTE- 150p.; For earlier reports, see ED 304 051 and ED 318 314.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) e

DESCRIPTORS- Federal Aid; *Financial Support; Higher Education; *Paying for College; Private Colleges; Resources; State Aid; State Universities; Statistical Surveys; *Student Financial Aid; Student Loan Programs; Trend Analysis

IDENTIFIERS- *New York

This report describes financial aid that is available to students at New York's degree-granting postsecondary institutions. Also shown are trends in financial aid from state, federal, institutional, and private sources for academic years 1986-87, 1987-88, and 1988-89. The first section provides an overview of all student aid funds. It presents trends in total funds available to all students; examines trends in aid per student, using full-time equivalent students as a measure of enrollment; and compares aid trends to changes in undergraduate expenses, other economic indicators, and enrollment trends. The next section contains detailed tables showing funds and recipients for specific aid programs, with separate tables for pre-and post-baccalaureate students in each sector and at each type of institution within sectors. The appendices contain: a glossary of terms; a description of student aid data sources and data adjustments; and a list of institutions included in each sector and type category used in the report. (GLR)

ED 325 150 JC 900 536

Fernandes, Linda L.
Obtaining Grants in the Community College.

PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Colleges; Corporate Support; *Donors; Educational Finance; *Federal Aid; Grants; *Grantsmanship; Philanthropic Foundations; *Private Financial Support; Program Proposals; *Proposal Writing; Two Year Colleges

Prepared to assist community college educators in obtaining grants from public and private sources, this paper provides instructions on writing a grant proposal and a list of prospective donors. Section 1 discusses the history of philanthropic support for higher education and the ethics of grant-giving. Drawing from Norton J. Kirtz's work, "Program Planning & Proposal Writing," section 2 presents guidelines for writing each section of the proposal (i.e., proposal summary, introduction, problem statement or assessment of need, program objectives, methods, evaluation, future funding, and budget). This section indicates that: (1) proposals must be written clearly and explicitly, defining all esoteric terms and synthesizing all previous studies accurately; (2) the proposal summary should describe the college, and the project's scope and projected costs; (3) the introduction must establish the institution's credibility; (4) the problem statement should document the existence of the problem and the institution's ability to resolve it with a reasonable amount of money; (5) a set of well-drawn and realistic objectives should follow from the problem statement and be usable as criteria for the program evaluation; (6) the statement of methodology should not only introduce program activities, but also demonstrate knowledge of alternative models for solving the problem; (7) the granting agency should be assured of the future funding of the program; and (8) the proposal's budget should detail personnel and non-personnel costs, indicating which costs are requested and which will be donated. Sections 3 and 4 list private corporations and foundations, and federal agencies that provide grants to community colleges, including the name and address of each, its areas of interest, types of assistance, uses and restrictions, and sample grants. (JMC)

ED 325 164 JC 900 561

Craig, Ford M.
An Assessment of the Need for Development of the McCook Community College Alumni Group.
PUB DATE- Nov 90
NOTE- 42p.; Ed.D. Practicum, Nova University. Presented at a Seminar on "Emergence of Higher Education in America".
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; *Alumni Associations; *College Graduates; Community Colleges; Graduate Surveys; *Group Activities; Needs Assessment; Public Relations; Questionnaires; Two Year Colleges

To provide the administration with a better sense of direction regarding the ongoing development of the college's alumni organization, a mail survey was conducted of a random sample of 200 McCook Community College (MCC), Nebraska, alumni. After a series of follow-up telephone calls, usable surveys were obtained for 65.5% of the sample (N=131). Study findings included the following: (1) 66.4% of the alumni favored the creation of a formal alumni organization; (2) 19.5% rated the alumni newsletter as excellent, 66.7% as good, and 10.3% as average; (3) 70.2% favored having an annual social event; (4) asked about their interest in various social activities, 74.1% of the respondents were in favor of reunions, 71.8% were interested in an alumni night with college events, 49.6% favored travel/tours, 47.3% supported alumni awards, 41.2% were interested in a Phi-Theta Kappa alumni gathering, and 19.1% were interested in an alumni band; (5) over 50% of the alumni were willing to encourage potential students to attend MCC (81.7%), fund an alumni scholarship (61.7%), and serve as career day resource people (51.9%); and (6) over 65% of the respondents favored alumni benefits such as library services (72.5%), receiving copies of the school newspaper (70.2%), special alumni rates for college events (69.5%), and use of the computer lab when available (65.7%). Recommendations based on study findings included dissemination of study results to alumni and administrators, formation of a steering committee to guide the development of a formal alumni organization, and continuation of the alumni newsletter as a major communication device. A literature review on two-year college efforts to implement alumni associations, a bibliography, and the survey instrument and cover letter are included. (GFW)

Grimm, Floyd M., III; And Others
Interactive Video: A Cross Curriculum Computer Project.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Business Education; Coding; Community Colleges; *Computer Assisted Instruction; *Computer Oriented Programs; Instructional Innovation; *Interactive Video; *Marketing; Program Design; *Psychology; *Speech Curriculum; Two Year Colleges
IDENTIFIERS- Harford Community College MD

Responding to the rapid development and often prohibitive costs of new classroom instruction technology, a group of interested faculty at Harford Community College (HCC), in Maryland, formed three Interactive Video (IV) Teams to explore the possibilities of using existing computer hardware and software at the college for interactive video instruction. The IV Teams included a Content Specialist, responsible for selecting the video sequence, writing scripts, and functioning as the lead instructional designer; a Computer Specialist, responsible for software development; and a Video Specialist, responsible for assisting in video selection, preparing videos for computer integration, and embedding video codes into the computer program. Using existing computer hardware, which included an Apple IIe and two Video Home System (VHS) videotape decks interfaced with a binary-coded decimal (BCD) 450 interface card, three interactive video programs were developed for the Speech, Marketing, and Psychology departments. Following an introduction on the background and development of the project, three individuals reports, written by the Content Specialists from each of the IV Teams, are presented for the three interactive video programs. Each report includes a narrative introduction to the program, a sample script from the program, and sample computer coding for the program. The report concludes with a bibliography; a brief description of the college; and the names, addresses and telephone numbers of the IV Team members. (GFW)

ED 325 205 PS 019 072

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on the Reauthorization of the Head Start Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

PUB DATE- 2 Mar 90

NOTE- 264p.; Serial No. 101-96. Portions contain small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Childhood Needs; *Compensatory Education; *Delivery Systems; Disadvantaged Youth; *Early Intervention; Educational History; *Federal Legislation; Hearings; Parent Participation; Preschool Education; Program Administration; Program Effectiveness; Program Improvement

IDENTIFIERS- Congress 101st; *Project Head Start; Reauthorization Legislation

A hearing was held for the purpose of receiving testimony on the reauthorization of the Head Start Act on the occasion of the 25th anniversary of the Head Start program, which was first implemented in 1965 to ensure that economically disadvantaged children begin school on an equal basis with their more advantaged peers. Opening remarks by committee chairman Dale E. Kildee are followed by testimony from a wide range of concerned parties. Those testifying included representatives of the Administration for Children, Youth, and Families, the National Head Start Association, and the Head Start Silver Ribbon Panel, as well as corporate officers and program participants and administrators. Testimony concerned such matters as program emphases and improvement, Head Start services to children from birth to 3 years of age, the need for early intervention for disadvantaged children, the need of Project Head Start for higher staff salaries, family support, program flexibility and expansion, full-day services, the improvement of program quality, coordination of state-funded programs, state control, equivalency of programs, and student transition. Additional prepared statements, letters, and materials include numerous questions and answers about details of program operation, discussion of rules and regulations, a description of the services used by a sample of Head Start grantees, a history of the Parent and Child Center Program, testimony of 25 parent participants to the Silver Ribbon Panel at the December 9, 1989 meeting of the National Head Start Parent Association, and personal accounts of successful Head Start participants. (RH)

ED 325 235 PS 019 181

Bain, Helen Pate; Jacobs, Roseanne
Project STAR Research Synopsis: The Effect of Reduced Class Size on Kindergarten Reading Readiness.
PUB DATE- 1 Feb 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Attendance; Basic Skills; *Class Size; *Economically Disadvantaged; Educational Practices; Inner City; *Kindergarten Children; Longitudinal Studies; Primary Education; Reading Comprehension; *Reading Readiness; Rural Schools; State Programs; Suburban Schools; *Teacher Student Ratio; Urban Schools
IDENTIFIERS- *Project STAR; *Tennessee

Effects of teacher-pupil ratio on kindergartners' mastery of reading readiness objectives were studied. The study was part of Tennessee's Project STAR, a 4-year study of class size. About 2,850 students in 38 elementary schools that served 4 types of communities: innercity, suburban, urban, and rural, in 26 Tennessee school systems participated. Basic reading skills objectives were divided into three strands: word identification skills, comprehension skills, and reference and study skills. There were three categories of classes: small, regular, or regular with full-time teacher aide. Data were collected from individual or group profiles indicating mastery or nonmastery of objectives tested. Data were analyzed with a five-way analysis of variance and a cross-tabulation procedure with a chi-square test of significance. Findings suggested that class size was a significant factor in kindergarten reading readiness achievement. Small classes achieved greater mastery on 25 Basic Skills First objectives and 20 comprehension objectives, but not on 5-word identification objectives. Students who did not receive free lunches outscored students who received free or reduced cost lunches in every comparison. Innercity students obtained the lowest scores of the four geographic localities. Students in the lowest attendance category obtained the lowest average scores in each of the three class size conditions. (RH)

ED 324 848 EC 232 193

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
Guide for Teachers. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 5p.; For related documents, see EC 232 187-195.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computer Uses in Education; *Disabilities; Elementary Secondary Education; Input Output Devices; *Instructional Material Evaluation; Keyboarding (Data Entry); Media Adaptation; Special Education Teachers; Word Processing

One of nine brief guides for special educators on using computer technology, this guide is specifically directed to special education teachers and encourages them to become critical consumers of technology to ensure its most effective use. Brief descriptions of the various uses of the computer in the school setting--as an instructional tool, as an administrative/management tool, and as a telecommunication device--are provided. Several suggestions for selecting software include previewing for such features as those that allow students to monitor and evaluate their own progress. Variations in computer input and output devices to make the machines accessible to students with various disabilities are briefly considered. Teachers are encouraged to become familiar with the hardware and its uses, enroll in an introductory computer course, learn to use a program with immediate use such as word processing, and determine how to integrate the computer with the curriculum. Suggestions for introducing students to the computer include involving parents, letting students with computer experience help other students, and establishing rules about using the equipment. The need for keyboarding skills is stressed. Lists of 10 readings, 4 organizational resources, 8 periodicals, and 5 guides to software resources are provided. (DB)

ED 324 891 EC 232 486

de Miranda, John; And Others
Institute on Alcohol, Drugs and Disability, San Mateo, CA.

California Alcohol, Drug and Disability Study (CALADDS): Literature Review and Bibliography.

SPONS. AGENCY- California State Dept. of Alcohol and Drug Programs, Sacramento.
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcoholism; *Cultural Influences; Developmental Disabilities; *Disabilities; *Drug Abuse; Emotional Disturbances; Hearing Impairments; *Incidence; Mental Disorders; Models; Multiple Disabilities; Physical Disabilities; *Social Influences; Visual Impairments

This literature review discusses cultural influences on individuals with disabilities and describes three historical models of disability--the moral model, medical model, and sociological/environmental/civil rights/minority group model. The use of alcohol and drugs by disabled persons is explored, focusing on individuals with orthopedic and sensory disabilities, developmental disabilities, and dual diagnosis (psychiatric disability concurrent with an alcohol and/or drug problem). The contents of the volume 13, number 2 issue of "Alcohol Health and Research World," described as the definitive document on disability and alcohol problems, are summarized. A bibliography of over 500 items is included, listing journal articles, monographs, sections of monographs, conference papers, and government reports. (JDD)

ED 324 969 FL 018 961

Riney, Timothy J.
Linguistic Controversies, VBE Structures, and Midwest Attitudes.
PUB DATE- Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Black Dialects; College Students; Contrastive Linguistics; Dialect Studies; *Language Attitudes; Surveys; Urban Areas
IDENTIFIERS- *Iowa (Waterloo)

The purpose of this study is: (1) to document the existence of a population speaking vernacular Black English (VBE) in Waterloo, Iowa, a middle-sized urban community in the Midwest; (2) to examine how Waterloo VBE contrasts with the surrounding majority language, Midland vernacular; (3) to investigate Iowans' language attitudes; and (4) to consider the educational implications of the findings in light of recent controversy over VBE. The first section offers background information about Waterloo, its population and language history. Linguistic evidence of VBE in the community is then outlined, and the grammatical, morphological, and phonological characteristics of it and the Midland vernacular are compared. Survey and some anecdotal evidence of negative attitudes toward VBE are then presented. The survey administered to 61 non-black university students, native speakers of the Midland vernacular, involved evaluating four guises, one of which was VBE, to determine the characteristics of the speaker (sex, nationality, religion, race, age, educational level, and ten personality traits or attributions). Results support the theory that listeners were making assumptions about the relationship between intelligence, race, and language. Areas for future related research are outlined. A 22-item bibliography, transcripts of the speech guises, and the survey form are appended. (MSE)

ED 325 032 HE 023 949

Miller, Michael T.; Seagren, Alan T.
Characteristics of Planned Giving Officers: Practicing Professionals' Perceptions.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Competition; Donors; *Fund Raising; Higher Education; Interpersonal Relationship; Job Skills; Perception; *Personality Traits; *Private Financial Support; *Salesmanship
IDENTIFIERS- Philanthropists

As state and federal governments and private industry begin to slow the pace of giving to institutions of higher education, the planned giving officer becomes increasingly interested in competing for the gifts given through philanthropy. A study was conducted using 3,006 questionnaires obtained from members of the Association of Planned Giving Officers of Nebraska to identify and prioritize the characteristics of planned giving officers in an effort to make them more effective. Results from a three-stage Delphi survey revealed nine personal characteristics rated highly among the participants: high personal ethical standards; honesty; respect for individual donors; sincerity; good listening skills; people orientation; self-discipline and motivation; and patience. Additionally, it was generally agreed that the planned giving professional should be an "older" individual. Professional characteristics receiving high ratings were: "intricate" knowledge of the institution's mission; knowledge of donor motivations/understanding individual reasons for giving; an ability to work beyond a typical 40-hour work week; organizational abilities; knowledge of planned giving techniques; and the ability to work with volunteers. Contains eight references. (GLR)

ED 325 062 HE 023 985

Kahn, Susan, Ed.
Professional and Organizational Network in Higher Education.
To Improve the Academy. Resources for Student, Faculty, & Institutional Development. Volume 8.
PUB DATE- Oct 89
NOTE- 244p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- College Faculty; *Educational Change; *Educational Trends; *Faculty Development; Females; *Futures (of Society); *Higher Education; *Instructional Development; Minority Groups; Nontraditional Students; *Professional Development; Social Change; Student Needs; Teaching Methods; Trend Analysis

A collection of 16 articles addressing the future of faculty and instructional development in higher education is presented. The articles are categorized under four main subject headings: (1) Faculty Development: Where It Is; Where It's Going; (2) Building Successful Faculty Development Programs; (3) Issues and Approaches in Faculty and Instructional Development; and (4) Improving Teaching and Learning. Each essay includes a reference list. Articles have the following titles and authors: "Playing God in Academe" (Raymond J. Rodrigues); "Faculty Development: The Why and the How of It" (Joseph B. Cuseo); "Faculty Development" for "Learning: The Promise of Classroom Research" (Thomas A. Angelo); "The Words Made Fresh: Transforming the Language and the Context of Faculty Development" (Marie Wunsch); "Support from the Administration: A Case Study in the Implementation of a Grassroots Faculty Development Program" (Harry G. Lang and James J.DeCaro); "Designing Program Evaluations: A Circular Model" (Robert J. Menges and Marilla Svinicki); "Faculty Development Can Change the Culture of a College" (Ann S. Ferren); "The FIPSE-CSULB Mentoring Project for New Faculty" (Robert Boice and Jimmie L. Turner); "Using Video Recall for Improving Professional Competency in Instructional Consultation" (David Taylor-Way and Kathleen T. Brinko); "Promoting Critical Thinking among Faculty about Grades" (James Eison et al.); "Graduate Teaching Assistants' Views on Teaching" (James M. Shaeffer et al.); "Summer Research Appointments at Federal Research Laboratories" (Robert A. Lucas); "Discussion Method Teaching: A Practical Guide" (William M. Welty); "Feminist Pedagogy and Education in Values" (Mark T. Brown); "The Challenge to Critical Thinking Posed by Gender-Related and Learning Styles Research" (N, Neil Brown et al.); "Helping to Make Connections: Emphasizing the Role of the Syllabus" (Barbara J. Millis). (GLR)

ED 325 178 JC 900 580

South County Community Coll. District, Hayward, CA. Office of Institutional Research.

South County Community College District Student Characteristics Report, 1989-90: Fifteenth Annual Summary and Trends Analysis.

PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance Patterns; *Census Figures; Community Colleges; Comparative Analysis; *Enrollment Trends; Ethnic Groups; Females; Full Time Students; Males; Multicampus Districts; Part Time Students; *Population Distribution; *School Registration; *Student Characteristics; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Chabot College CA; Las Positas College CA

This three-part report provides tables and graphs describing the South County Community College District in California in terms of district population demographics, registration patterns and student characteristics for fall 1989, and longitudinal trend data on student characteristics. Section 1 provides U.S. Census data for the district population by service area, providing information on total number of persons, total number of households, gender and age distribution, average family income, ethnicity, educational level, and school enrollment. Section 2 describes fall 1989 registration patterns and student characteristics, providing both district-wide data, and comparative data for Chabot College and Las Positas College, California. Included in this section are data on sex, ethnicity, district residence, new/continuing/returning status, student level, full-time/part-time registrations, day/evening registrations, age distribution, enrollments from selected high schools, sources of first-time freshman and first-time transfers, self-declared majors, and city of residence. The final section of the report analyzes trends over time, presenting selected district-wide statistics from 1961 through 1989. Included in this section are data on official active registrations, Chabot and Las Positas registrations, gender and ethnic distributions of registrants, foreign student enrollments, district residence, student level, full-time/part-time registrations, day/evening registrations, and age and grade distribution. A glossary of terms is included. (JMC)

ED 325 220 PS 019 147

Ball, Richard E.

Children and Marital Happiness of Black Americans.

PUB DATE- Nov 90
NOTE- 40p.; Paper presented at the Annual Conference of the National Council of Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Family; Demography; *Emotional Experience; Family (Sociological Unit); *Family Structure; *Marital Satisfaction; National Surveys; *Parent Child Relationship; *Spouses
IDENTIFIERS- *Child Influence; Happiness; Situational Variables

General Social Surveys data for 1980 and 1982-86 were used in this study of the marital happiness of black husbands and wives who resided with their spouses. The dependent variable was marital happiness; independent variables of greatest interest concerned parenting. The study was designed to provide detailed information on relationships between demographic, situational, and interactional variables and marital happiness among recent national probability samples of black husbands and wives. Although the study focused on parental variables, several potentially confounding variables were also investigated. Findings indicated that the presence of minor children at home was significantly related to parents' marital happiness. However, the relationship was complex and involved the ages and numbers of the children. Sex of parent was an important variable, with mothers more negatively affected than fathers, by numbers and ages of children in the home. Husbands were happiest with their marriages in families with preschool or teenage children, while wives were happiest with few or no minor children, or with preschool children. Additional variables such as income, age, education, health, frequency of church attendance, spouse's education, number of children born, and number of persons in the household were also investigated for their relationship to marital happiness. Forty references are included. (RH)

ED 324 861   EC 232 406

Texas Planning Council for Development Disabilities, Austin.; Texas Univ., Arlington.

Texas Resource Guide to Assistive Technology.

SPONS. AGENCY- Texas Rehabilitation Commission, Austin.
PUB DATE- Jan 90
NOTE- 157p.; A part of the Integrating Technology into Service Delivery Project.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; Agencies; *Assistive Devices (for Disabled); Children; Communication Disorders; Databases; *Disabilities; Hearing Impairments; Infants; *Information Services; Learning Disabilities; Mental Retardation; Organizations (Groups); Physical Disabilities; State Surveys; *Technology; Visual Impairments
IDENTIFIERS- *Texas

This resource guide contains 91 one-page profiles of Texas agencies and consultants providing assistive technology services to persons with disabilities. Profiles are in alphabetical order and contain general information (name, address, phone number, contact person, cost of services, population served, number served, waiting list, and referral source), a brief description of the resource, a list of technology services provided, and areas of expertise relating to both technology and disability. Information is based on responses received from two statewide surveys. Separate alphabetical listings, consisting of name, address, phone number, and a brief description, are provided for 107 Texas resources that did not respond to the surveys; also provided are lists of 51 national resources and 48 disability-related computer network databases and toll-free numbers. Accessibility of databases by voice telephone is indicated where possible. An alphabetical index and an index by city for Texas resources are also provided. (RM)

ED 324 876 EC 232 421

Sheridan, Susan J.; Springfield, H. Lynn
Age Appropriate Games in the Teaching of Leisure Skills to Persons with Mental Retardation.
PUB DATE- 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Los Angeles, CA, May 25-29, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adults; *Games; *Leisure Education; *Media Adaptation; *Mental Retardation; *Recreational Activities; Skill Development; Social Integration; Teaching Methods
IDENTIFIERS- *Board Games; *Card Games

Leisure activity is a significant factor in the personal-social adjustment of mentally handicapped adults. A particular leisure activity that holds promise for the development and appplication of age-appropriate social behavior is table games. Table games allow for participants to engage in problem-solving activities, sophisticated interpersonal behavior, and moral judgment. Social behavior involved with table games demands both appropriate verbal and nonverbal communication among group members. It is important that these games be conducted in an age-appropriate manner, using the same game materials for handicapped adults as are used by nonhandicapped adults, and as much as possible the same game objective and rules. Adapting age-appropriate table games involves consideration of motor skills, perceptual/cognitive abilities, and social skills. Examples are provided of adapting complex board games to allow mentally handicapped adults (approximate mental ages of 5 to 7 years) to successfully play the game in an adult manner. Examples include "Uno," "Parcheesi," and "Junior Trivia." A list of observations and suggestions on ideal group size, location, furniture, time allotment, types of games, participants, and facilitators is provided. Includes 17 references. (JDD)

ED 324 906 FL 018 739

Haberland, Hartmut; Mey, Jacob L.
Roskilde Univ. Center (Denmark).
Godt Peer Gynt er halve verket (Phonetic and Phonological Questions from the Fourth Act of Ibsen's "Peer Gynt"); A Field Manual for Readers of "The Problem of Meaning in Primitive Languages" by Bronislaw Malinowski. ROLIG-papir, n 31.
PUB DATE- Nov 84
NOTE- 56p.
LANGUAGE- Danish; English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Danish; Foreign Countries; German; *Language Variation; Linguistic Theory; Norwegian; *Phonetics; *Phonology; *Uncommonly Taught Languages
IDENTIFIERS- *Ibsen (Henrik); Malinowski (Bronislaw); *Papua New Guinea (Trobriand Islands)

Two articles are included in this issue. The first article, written in Danish, focuses on an incident that occurs in the fourth act of Henrik Ibsen's play "Peer Gynt." A theory is put forth on why this particular incident, which involves the misinterpretation of the name Peer Gynt by the German character Begriffenfeldt, takes place. The theory suggests that when Peer Gynt introduces himself, in German, to Begriffenfeldt, Begriffenfeldt hears the German word "beginnt" (to begin) rather than Peer's name. Examples of phonetic and phonological similarities between German and Norwegian are provided to show how such a misunderstanding could occur. These similarities are disputed by another theory that suggests the first theory may only be guesswork. The second article is a collection of materials--maps, quotes, and biographical material--that serve as a guide to Malinowski's works on primitive languages. The information provided focuses on the languages of the Trobriand Islands, which are now part of Papua New Guinea. (VWL)

ED 324 922 FL 018 895

Calliabetsou, Penelope
Formation continue et auto-formation des enseignants de langue:
bilan et perspectives (In-Service Teacher Education and
Independent Study of Language Teachers: Status and Perspectives).
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the World Congress of Applied
Linguistics sponsored by the International Association of Applied
Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; *Educational Needs;
Educational Television; Foreign Countries; *Independent Study;
Information Networks; *Inservice Teacher Education; *Language
Teachers; Program Design; Second Language Instruction

Most inservice teacher education erroneously equates pedagogy and methodology with classroom instructional "recipes" and strategies. It should, instead, help teachers adapt to specific teaching needs and gaps in training. Continuing education that allows teachers to choose their own areas of study and to pursue them individually encourages teachers to solve their own instructional problems. This kind of independent study may take a variety of forms: guided or directed, as in a pre-established program; "a la carte," i.e., programs specifically designed to meet individual needs; and open programs offered outside the traditional educational system (e.g., in academic libraries, at regional teaching centers, via telecommunications, etc.). An experimental European network for electronic information exchange contains information about educational opportunities for language teachers. In addition, educational television by satellite offers possibilities for both open independent study and international dialogue. All three types of independent study support pluralism, which in turn reinforces teacher autonomy and motivation. (MSE)

ED 324 985 FL 800 276

Isserlis, Janet
On Women, Literacy, and Learning: An Investigation.
PUB DATE- May 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Educational Attitudes; Educational Change; Equal Education; *Family Characteristics; Intergenerational Programs; *Literacy Education; Sex Differences; *Sociocultural Patterns; *Womens Education

Existing work and research on literacy education across generations is reviewed, focusing on issues of gender inherent in literacy learning and considering them within a broader social context. In examining existing initiatives in family literacy, the meaning of intergenerational or family literacy is examined and critical questions about the family literacy movement's agenda are posed. It is argued that literacy exists in many forms, carries multiple meanings, significance and consequences, and does not exist as a monolithic entity, and that learners live and interact with literacy outside the classroom walls. The distinct roles of men and women in literacy transmission and transference within home and community settings are examined. Finally, the need for change in attitudes toward and provision of literacy education in the United States, using insights gained from examination of these sociocultural factors, is discussed. Forty-one references are included. (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 325 000   HE 023 859

Woods, Don Anthony; And Others
Education and Training in Public Administration: Perspectives of Practitioners.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 89
NOTE- 26p.; Paper presented at the Annual Southeastern Conference on Public Administration (21st, Jackson, MS, October 4-6, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; Age Differences; Degrees (Academic); Higher Education; *Individual Needs; Perception; *Public Administration Education; Racial Factors; Sex Differences; Training; Value Judgment; *Values
IDENTIFIERS- Kentucky

The study was undertaken in collaboration with the Kentucky Governmental Services Center (GSC) public administrators regarding the value of public administration education and training. A total of 1,467 out of 1,500 randomly selected public administrators submitted the mailed questionnaire; some respondents had completed a Management Awareness Training Program conducted by the Kentucky GSC, and some had not. Sixty percent of respondents believed that public managers need a related college degree, while 38.4% did not believe so. Women viewed the importance of college education at the same level of importance as males, while none-whites felt that a college education was more important than whites did. The perceived need for specialized training and education in public administration was more prevalent among non-white respondents and respondents above the age of 49. Commitment to training ranked highest among non-whites and women. The two most useful fields of study were perceived to be personnel management and public relations, followed by policy/program analysis, budgeting, management information systems, administrative law, and statistics/research methods. Eleven tables are included. (JDD)

ED 325 047 HE 023 966

Lourenco, Jose Seixas

The Mission of the Amazonian Universities in Economic Development and Environmental Preservation.

PUB DATE- 7 Aug 90
NOTE- 10p.; Paper presented at the International Association of Universities General Conference (9th, Helsinki, Finland, August 5-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Conservation (Environment); Cooperative Programs; Ecological Factors; Ecology; *Economic Development; Environmental Education; Foreign Countries; Global Approach; Higher Education; Institutional Mission; Intercollegiate Cooperation; *International Cooperation; International Programs; *Physical Environment
IDENTIFIERS- Amazon Basin; *Association of Amazonian Universities; *South America

The Association of Amazonian Universities (UNAMAZ) was created in September 1987 and is involved in a collective effort to find ways to promote the Amazonian region's nonpredatory development, recognizing its limitations and taking into account its potential. With deforestation taking place at ever-increasing speed, it has become necessary to intensify scientific research using an interdisciplinary approach, with emphasis given to the interaction between natural and social sciences. UNAMAZ programs have focused on preparation and training of human resources for the elaboration and execution of integrated projects, environmental education, and development of an information system in science and technology. UNAMAZ has promoted a series of courses, workshops, seminars, and meetings on scientific and technologic policies, specialist preparation, agri-forestry management, mercury contamination control, and other topics. Participating institutions have reached a consensus about the need to implement new strategies for regional development, based on economic and ecological zoning and a scientific and technological policy to strengthen local universities and research centers. These strategies call for increased cooperation with international organizations and the governments of developed countries. (JDD)

ED 325 078 IR 014 662

Australian National Commission for UNESCO, Parkes.
National Workshop on the Role of Television in Learning. Papers from the UNESCO-APEID Workshop (Canberra, ACT, Australia, April 30-May 1, 1987).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 87
NOTE- 93p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Broadcast Television; *Childrens Television; *Distance Education; *Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Effectiveness; Instructional Innovation; *Mass Media Role; *Programing (Broadcast)
IDENTIFIERS- Australia

This report on a 2-day workshop held in 1987 on the role of television in learning begins with a summary of points made or discussed by the participants, including: (1) whether educational programs for adults should be given greater attention; (2) the ways in which programming for children is influenced by market forces; (3) the costs of producing programs in Australia, and the awards won by some Australian children's programs; (4) the recently established Learning Network which provides opportunities for distance education in the community; and (5) the need for research and evaluation of television's effects on behavior, the effects of different program designs on learning, and the uses of television in instruction. Five papers presented by prominent speakers in the field of educational television make up the major part of the report: (1) "The Role of Television in Formal Education" (Henrietta Clark); (2) "Television and Learning about the Future" (Jerry Tickell); (3) "The Learning Network--Exciting Opportunities for Distance Education" (Erina Rayner); (4) "Alternatives in Children's Television Programming" (Jeff Peck); and (5) "Television's Failure To Educate--History and Analysis" (Merrelyn Emery). A list of members of the Australian APEID National Development Group and 92 references are included. (DB)

ED 325 108 IR 014 711

Franklin, Sharon, Ed.; Strudler, Neal, Ed.
International Society for Technology in Education, Eugene, OR.
Computer-Integrated Instruction Inservice Notebook: Secondary School Social Studies.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 283p.; For related documents, see IR 014 708-710. The two accompanying 800K Macintosh disks are not included in this document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Simulation; Databases; *Inservice Teacher Education; Postsecondary Education; Secondary Education; *Secondary School Teachers; *Social Studies; *Teaching Methods

The purpose of this notebook is to assist educators who are designing and implementing inservice education programs to facilitate the effective use of computer integrated instruction (CII) in schools. It is divided into the following five sections: (1) Effective Inservice (a brief summary of inservice literature focused on inservice dimensions and design principles); (2) Background Information (an overview of computers in education and a discussion of the roles of computers in problem solving); (3) Initiating/Planning an Inservice (suggestions for preliminary planning and activities and a sample timeline for those activities); (4) An Eight-Session Social Studies Inservice (2-hour sessions cover an introduction to databases, database management systems, making your own database, an introduction to computer simulations, another simulation, teacher productivity tools, graphing to represent data, and problem solving, telecommunications, and closure); and (5) Instruments and Evaluation (a variety of instruments for needs assessment, formative evaluation, and summative evaluation). Each 2-hour science inservice session contains some or all of the following: narrative overview, script (topics, objectives, materials, activities), timeline, handouts, and readings. References are listed throughout the notebook and a software bibliography is included in section 4. (DB)

ED 325 122 IR 053 318

Merrill-Oldham, Jan; Walker, Gay
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Brittle Books Programs. SPEC Kit 152.
PUB DATE- Mar 89
NOTE- 161p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Administrative Policy; Books; Guidelines; Higher Education; Library Collection Development; Library Standards; Library Surveys; *Microreproduction; *Preservation; Program Descriptions; Records (Forms); *Research Libraries; Search Strategies; *Serials
IDENTIFIERS- *Brittle Books
This document focuses on the evaluation, bibliographic searching, replacement, preservation photocopying, and microfilming of library materials that are too brittle to handle without risking damage. To assess these activities, a SPEC (Systems and Procedures Exchange Center) survey was sent to members of the Association of Research Libraries (ARL), with resonses from 64 to 118 member libraries (54%). Over 90% of the responding libraries have some mechanism for systematically identifying brittle books. Most libraries operate programs for replacing brittle books with hard or film copies and for fitting materials that cannot be replaced with protective wrappers and boxes. More than half of the libraries have developed preservation photocopying and microfilming capabilities. Nearly half of the libraries segregate brittle materials. Most libraries assign the responsibility of selecting preservation options to professional librarians, and many have forged links between preservation and collection development. Nearly half of the libraries discard 90% of original materials after providing adequate film or hard copy replacements; conversely, nearly 20% retain more than 90% of original materials. Approximately 64% of respondents, rely exclusively on microfilm. This SPEC Kit contains the survey instrument and the survey results, planning documents, organizational charts and job descriptions, searching and selection procedures and forms, guidelines and workflow descriptions, microfilming and photocopying procedures, and a five-item reading list. (SD)

ED 325 136　　　IR 053 334

Connecticut State Library, Hartford.
Library Space Planning Guide. Revised.
PUB DATE- Apr 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Architecture; *Evaluation Criteria; Facility Guidelines; *Facility Planning; *Interior Space; Library Collections; *Library Facilities; *Library Planning; Offices (Facilities); User Needs (Information)

An outline to be considered at least every 20 years, this guide enables librarians and library planners to estimate their overall space needs, assess the adequacy of the existing square footage, and determine if a more detailed study is appropriate. This outline does not presume to offer a precise estimate of every type of library space, but concentrates on the following: (1) collection space; (2) user seating space; (3) staff work stations; (4) meeting room space; (5) special-use space; and (6) nonassignable/mechanical space. The outline adheres to traditional library planning methodology in which past experience relating population to library building size determines the facilities that are needed. However, a new planning process based on library service output measures introduced by the American Libraries Association should also be considered. A worksheet is included at the end of the document to help with the calculation of a library's projected overall space need. (16 references) (SD)

ED 325 251 PS 019 219

Dawson, Deborah A.; Cain, Virginia S.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
Child Care Arrangements: Health of Our Nation's Children, United States, 1988.
PUB DATE- 1 Oct 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; *Mothers; National Surveys; Use Studies
IDENTIFIERS- *Caregiver Child Ratio

Findings of the National Health Interview Survey on Child Health indicated that in 1988, a total of 13.3 million children 5 years of age and under were reported to be in some type of child care arrangement. Of these, 83 percent were children in families in which the mother was employed. The other 17 percent were in families in which the mother was not employed. In general, younger children tended to be in less formal care arrangements and older children were more likely to be in formal, organized group care situations. The data on the stability of care show that a substantial proportion of the children had experienced a change in child care arrangements during the preceding year. There is surprisingly little variation in the stabilty of child care arrangements for children of various ages. Characteristics of child care arrangements varied according to a number of socioeconomic and demographic characteristics. These included race and ethnicity, region and place of residence, family income, and mother's education. Further analysis of these differentials by means of a multivariate approach, will increase knowledge of the factors that influence choices about types of child care arrangements. (RH)

ED 324 892 EC 232 487

Miyamoto, Wayne K.

California State Dept. of Education, Sacramento. Div. of Special Education.

Handbook for Contracting with Nonpublic Schools for Exceptional Individuals: A Guide for Contracting between Local Educational Agencies and Nonpublic, Nonsectarian Schools and Agencies for Providing Special Education and Related Services to Exceptional Individuals.

PUB DATE- 90

NOTE- 117p.; Appendix K may not reproduce clearly.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Certification; *Contracts; *Disabilities; Elementary Secondary Education; *Legal Responsibility; *Private Schools; *Privatization; School Districts; School Funds; School Responsibility; *Special Education; Special Schools; State Standards

IDENTIFIERS- *California

The handbook is intended to serve as a basic guide to California practices in the use of contracted nonpublic school (NPS) or agency (NPA) services to provide a free appropriate public education to eligible handicapped children. The handbook covers: an overview of requirements for nonpublic, nonsectarian special education school and agency services; an overview of state certification requirements; contracting provisions and procedures; and funding provisions for contracting nonpublic school and agency services. Appendices contain a glossary, federal requirements, a sample master contract, a sample individual services contract, required courses of study for pupils in California private schools, samples of administrative materials, a copy of a relevant court consent decree, and information on interagency and residential placement. (JDD)

ED 324 953 FL 018 936

Iowa State Dept. of Education, Des Moines.

Foreign Language. Multicultural Nonsexist Education in Iowa Schools.

PUB DATE- May 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Education; Curriculum Design; Elementary Secondary Education; *Equal Education; Guidelines; Instructional Materials; *Multicultural Education; Program Development; *Program Evaluation; *Second Language Instruction; *Second Language Programs; *Sex Bias; Sex Discrimination; Teaching Methods
IDENTIFIERS- *Iowa

The State of Iowa, in order to insure that students have access to educational programs essential to their needs and abilities regardless of race, sex, handicapping condition, language, socioeconomic background or geographical location, has promulgated these guidelines for insuring that foreign language programs are multicultural and nonsexist in orientation. The goals of multicultural, nonsexist education programs are discussed in detail, and a self-evaluation checklist used in the assessment of K-12 foreign language programs is presented. Specific features of programs that are addressed include program structure, curriculum content, instructional materials and instructional strategies. An extensive annotated bibliography of resource materials is included as is a list of resource organizations. (JL)

ED 325 016 HE 023 933

New York State Education Dept., Albany.
Fiscal Indicators for Postsecondary Education in New York State, 1983-84 through 1987-88.
PUB DATE- Mar 90
NOTE- 107p.; For earlier reports, see ED 266 740, ED 286 427, and ED 304 034.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Educational Finance; *Financial Support; *Higher Education; Paying for College; Resources; *School Support; *State Aid; State Universities; Statistical Surveys; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *New York

This report contains current standard statistics on educational costs at degree-granting institutions in New York State. Data for the 5 years from 1983-84 to 1987-88 are provided. Section 1 provides a general overview of state fiscal support, over the 5 year period being studied, in total dollars and as a proportion of total state revenues. Section 2 shifts the focus from state funds to amounts and shares of institutional revenue from all sources, restricted and unrestricted funds combined. Section 3 contains per student cost and revenue indicators by sector, and also the same per student indicators for subgroups of institutions within the State University of New York (SUNY) independent sectors. Section 4 displays selected data for those independent institutions which receive Bundy aid. Estimates of state funds for higher education in 1988-89 and 1989-90 have been included in Appendix A. A glossary is located in Appendix B. Other appendices include: interim- and base-year tables; a list of the fiscal indicators technical advisory group; statistics on state-funded student aid and institutional aid by sector. (GLR)

ED 325 094 IR 014 682

Hecht, Jeffrey B.
California Educational Research Cooperative, Riverside.

The CERC Electronic Bulletin Board System. Users Manual.

PUB DATE- 15 Aug 89
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Networks; Computer System Design; *Electronic Mail; *Information Networks; *Telecommunications; Teleconferencing; Telephone Communications Systems

This guide is intended as a brief orientation to the Bulletin Board System (BBS) used by the California Educational Research Cooperative (CERC) in a continuing effort to expand support services to its member districts and ancillary providers through operation of an electronic networking system. This facility provides a means through which participating individuals may exchange ideas both between themselves and with the staff of the CERC office. The text outlines the different options available on the CERC BBS including: (1) startup for beginners: establishing a user-ID and password; (2) teleconferencing: two or more simultaneous users exchanging information in a conference-like setting; (3) information about the BBS itself, its operations, and a list of users currently logged into the system; (4) forums: users exchanging information about similar interests by reading and writing messages; (5) classified ads that allow users to list items of interest, not only items or services for sale, but also specific needs for information; (6) electronic mail: users sending messages to another user or group of users; (7) the account: users updating information on the BBS files on their accounts and determining how much of their account has been used in terms of BBS credits; (8) library of files: users downloading and uploading files from library information banks; (9) polls: users expressing their opinions on a variety of different topics; and (10) the registry: a catalog of additional information about the users themselves and their school districts. Specific keyboard commands are listed for each option, as well as a reference guide for quick access. (DB)

ED 325 165 JC 900 562

Daniels, Glynis

Student Intention and Retention in a Community College Setting.

PUB DATE- Oct 90
NOTE- 12p.; Paper presented at the Annual Conference of the North East Association for Institutional Research (17th, Albany, NY, October 21-23, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Attendance Patterns; College Freshmen; Community Colleges; Dropout Research; Enrollment Influences; Enrollment Trends; *School Holding Power; School Surveys; Stopouts; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

Retention research in the four-year college setting has traditionally assumed that students intend to achieve a degree, and that when a student leaves school, either the college or the student has failed. In an effort to demonstrate that such assumptions do not apply when examining retention among two-year college students, Brookdale Community College (BCC) began administering an Entering Student Survey to new students in fall 1988 to gather information about their academic goals and expectations, comparing survey results with subsequent retention behavior. Of the 3,590 new BCC students in fall 1988, 2,243 students (62%) completed usable surveys. A typology developed from survey responses was used to group the students into three categories: students intending to transfer (51.7%); students preparing for a career (37.8%); and students taking classes out of personal interest (10.5%). Study findings included the following: (1) 44.8% of the students indicated an intention to graduate from BCC, with 24.2% undecided; (2) 50% of both career and transfer students intended to graduate; (3) retention patterns for the five subsequent semesters revealed a mean attendance of 1.7 semesters, with the highest retention rates among the transfer group; (4) students who indicated an intention to graduate had higher persistence rates than those not intending to graduate; and (5) analysis of variance revealed that entering students' academic goals and intentions significantly affected retention. Data tables and graphs are included. (PAA)

ED 325 192 JC 900 598

Pullen, Deborah B.; Sistrunk, Walter E.

Ideal and Actual Supervisory Behavior as Perceived by Mississippi Community College Vocational Instructors and Their Supervisors.

PUB DATE- 14 Nov 90

NOTE- 26p.; Paper presented at the Annual Conference of Mid-South Educational Research Association (19th, New Orleans, LA, November 13-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)

DESCRIPTORS- Administration; Administrator Characteristics; Community Colleges; Cooperation; Interprofessional Relationship; *Self Evaluation (Individuals); Social Cognition; State Surveys; *Supervisory Methods; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Characteristics; *Teacher Supervision; Two Year Colleges; *Vocational Directors; Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Mississippi

In November 1989, a study was conducted to determine if there were significant differences between ideal and actual supervisory behaviors of community college vocational supervisors, as perceived by vocational instructors and by the supervisors themselves. A random sample of 35 supervisors and 378 vocational instructors was selected from all Mississippi community college vocational personnel. The survey instrument was the Supervisory Behavior Description Questionnaire. Study findings, based on responses from 243 instructors and 24 supervisors, included the following: (1) instructors perceived significantly more actual supervisory activity than did the supervisors; (2) supervisors perceived themselves to be more directive, more collaborative, and less non-directive than instructors perceived them to be; (3) the only difference found in perceptions of ideal supervisory behavior was that instructors believed there should be more supervision by supervisors in the area of staffing; (4) supervisors felt that they were providing more supervision than they should and that they should be providing more non-directive supervision; (5) instructors felt that their supervisors should be more directive and collaborative, and, overall, should provide less supervision; and (6) when variables of race, gender, and highest degree held were considered, whites perceived their supervisors to be providing more supervision, non-whites perceived their supervisors to be providing more directive supervision, females perceived more supervisory activity than males, and no differences were found in perceptions based on highest degree held by instructor. Data tables are appended. (GFW)

ED 325 206 PS 019 100

Schine, Joan
Carnegie Council on Adolescent Development, Washington, DC.
Young Adolescents and Community Service.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jun 89
NOTE- 25p.; For related papers, see ED 302 619, ED 323 017-023, and PS 019 099-102.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Age Differences; Community Role; *Community Services; Educational Change; Elementary Education; Guidelines; High School Students; Junior High School Students; *Middle Schools; *Preadolescents; Program Descriptions; School Role; *Student Needs
IDENTIFIERS- *Barriers to Implementation; *Sponsors

An argument is made for involving young adolescents in community service programs, either school-based or community-based. Content focuses on: (1) a rationale for youth community service; (2) the young adolescent and community service; (3) appropriate roles for young adolescents; (4) sponsorship of youth community service; (5) the placement site and the students; (6) community service in middle school reform; (7) community-based programs; and (8) barriers to community service. Described in detail is the Early Adolescent Helper Program at the City University of New York's Center for Advanced Study in Education, a program that has promoted youth service for young adolescents since 1982. Extensive attention is given to school-based and community-based programs. It is concluded that a strong program of community service, structured to give every young adolescent an opportunity to participate and to experience the empowerment that comes with making a difference, can be a positive step toward addressing some of the critical problems facing society and youth. Establishing community service as an integral part of the program in middle level schools could constitute an important first step in true reform. (RH)

ED 325 236 PS 019 183

Welch, Carol; And Others
Washington State Office of Support Enforcement, Olympia.
Child Support: The Dilemma of a Nation.

PUB DATE- Nov 90
NOTE- 27p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Support; Economic Factors; Employed Women; *Family (Sociological Unit); Federal Legislation; *Federal Programs; Financial Support; *Interstate Programs; Public Policy; *Social Change; *Social History; Taxes; Welfare Services
IDENTIFIERS- Child Support Enforcement Services; *Family Support Act 1988

This paper presents an overview of the development of child support in America. A review of the English common law from which U.S. laws evolved provides a glimpse into the ways that institutions of marriage and the family were viewed in the 19th century. The development of American law reflects the transformation of family structure by technological and economic advances. Changing gender roles, greater control over reproduction, increased longevity, and geographic and occupational mobility, are some factors that are shaped by such advances. These factors exert a powerful influence on marriage and the family; in particular, they have brought about increases in families headed by never-married and divorced mothers. A disproportionate share of these families live in poverty. The collection of child support is seen as a remedy to the burgeoning problem of children and mothers on welfare. This link between welfare and child support has moved the locus of control from a state to a federal issue. The Family Support Act of 1988 has brought about dramatic change in child support through a requirement that states develop a rebuttable presumption schedule. The Family Support Act also moves to narrow gaps in collection of support in two of the most troublesome types of cases, paternity and interstate. Proposals for changing the child support system are discussed. (Author/RH)

ED 324 849 EC 232 194

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
Hearing Impairments. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 4p.; For related documents, see EC 232 187-195.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); *Computer Uses in Education; Deafness; *Electronic Equipment; Elementary Secondary Education; *Hearing Impairments; Sensory Aids; *Telecommunications; Television; Videodisks

One of nine brief guides for special educators on using computer technology, this guide focuses on advances in electronic aids, computers, telecommunications, and videodiscs to assist students with hearing impairments. Electronic aids include hearing aids, telephone devices for the deaf, teletypes, closed captioning systems for television, and remote signal devices. The fact that most instructional software can be used by this population with only minor modifications is noted and mention is made of various types of special instructional software to teach lip reading, signing, finger spelling, and vocalization. Word processing is recommended to improve written communication skills. The use of telecommunications is suggested to learn with and about students in distant places as well as to practice communication skills. Finally, combining videodisc technology and computer access can provide interactive instruction tailored to meet the learning needs of a student with hearing impairments. Lists of five readings, seven organizational or network resources, four periodicals, six software resources, and six hardware vendors conclude the guide. (DB)

ED 324 862 EC 232 407

Raskin, Judith
Federation for Children with Special Needs, Boston, Mass.
Report of the National Task Force on the Integration of Hearing-Impaired Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 90
NOTE- 142p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; *Handicap Identification; *Hearing Impairments; Individualized Education Programs; *Mainstreaming; National Organizations; Normalization (Handicapped); Parent Participation; *Quality Control; *Staff Development; *Standards
IDENTIFIERS- Education for All Handicapped Children Act; Task Force on Integration of Hearing Impaired

The report presents recommendations of a task force on the integration of hearing-impaired students, focusing on procedures for early identification, standards for educational programs, staff development and training, and program quality indicators. After brief sections giving definitions and the rationale for integration, preferred practices are described in sections on: student identification; choice of communication method; pre-referral and evaluation team process; early intervention and preschool services; the individualized education program; building modifications that facilitate integration; programming for hearing-impaired students; planning for transition; personnel working with hearing-impaired students; in-service training; parent education and training; student orientation; and program evaluation. The report contains 29 references. Appendixes include a glossary of 63 terms, the 1989 "Directory of National Organizations Centers of and for Hearing-Impaired People," "Tips for Teachers Working With Hearing-Impaired Students," guidelines for checking out a preschool, a parent checklist for placement of a hearing-impaired child in the classroom, and a list of the task force's 25 recommendations. (RM)

ED 324 938 FL 018 920

Nino, Miguel A.
A Language Challenge to the Hispanic American.
PUB DATE- 89
NOTE- 12p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Business Administration Education; Business Communication; Cross Cultural Training; *Economic Change; Educational Needs; Electronics Industry; *Hispanic Americans; Human Resources; *International Trade; Language Maintenance; Language Proficiency; *Language Role; *Manufacturing Industry; Metal Industry; Spanish
IDENTIFIERS- *Maquiladoras; United States

The Hispanic-American, because he or she is bilingual and bicultural, could play an important role in the future economic development of the United States. Declines in steel, automotive, and electronics industries due to foreign competition and market saturation have caused industrial displacement and unemployment. The Maquiladora or Twin Plant industry, established by agreement between Mexico and the United States allows U.S. companies to operate plants inside Mexico under certain restrictions, stimulating manufacturing in that country for the U.S. market. While the program has resulted in increased opportunities along the border and has allowed U.S. companies to remain competitive because of lower labor costs, the U.S. government's paternalistic attitude has created dissention rather than understanding, and labor unions have opposed the plants. What is needed is an economic policy based on world interdependence and economic internationalization. Domestic industry is one-dimensional, and businesses should become more internationally oriented. However, higher education is not adequately preparing international businesspeople. Hispanic-Americans, who have some of the flexibility, awareness of cultural differences, and language proficiency needed in the new market, are an important human resource for international trade. Spanish language maintenance and professionalization are needed. (MSE)

ED 324 970 FL 018 962

Henriksen, Carol
Roskilde Univ. Center (Denmark).
Two Papers on "Fag(sprog)lig Kommunikation" (Language for Specific Purposes). ROLIG-papir 46.
PUB DATE- Mar 90
NOTE- 53p.
LANGUAGE- Danish; English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Cognitive Processes; *Communication (Thought Transfer); Danish; Difficulty Level; *Discourse Analysis; Foreign Countries; *Languages for Special Purposes; *Models; Scientific and Technical Information; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Communication Strategies

Two papers on "fag(sprog)lig Kommunikation"--languages for special purposes (LSP)--are presented. The first paper, in Danish, presents an alternative to the current structuralist oriented approach to the analysis of LSP as a kind of language in its own right and of texts written in this special kind of language. The approach is based on a more socio-pragmatic theory of communication. An attempt to illustrate the extreme complexity of the LSP communication context and the nature of factors and relationships involved in this type of communication situation are presented in a communication model. The second paper, in English, takes a closer look at one specific aspect of the communication model developed in the first paper, namely the problem of cognitive understanding. Communication strategies employed in a selection of Danish scientific texts are analyzed to illustrate some of the ways that cognitive understanding can be achieved. (VWL)

ED 325 033 HE 023 950

Jones, Dionne J.; Watson, Betty Collier
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
"High Risk" Students and Higher Education: Future Trends. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 3p.; For the report on which this digest is based, see ED 321 726.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Failure; Academic Persistence; *Dropout Prevention; Dropout Research; *Educationally Disadvantaged; Higher Education; *High Risk Students; Institutional Role; Potential Dropouts; *Student Attrition; *Student Development; Student Problems
IDENTIFIERS- ERIC Digests

Student attrition is a major problem for American colleges and universities because an increasing number of enrollees fit the demographic and socioeconomic profile of "high-risk" students, who consist in general of minorities, the academically disadvantaged, the disabled, and those of low socioeconomic status. Declining enrollments leave institutions with unused building capacity, increased costs per student, funding difficulties, and increasing pressure to lessen the difficulty of the curriculum, thus undermining the school's academic significance. Understanding attrition and risk is critical to achieving success among the high-risk group by the 21st cdntury. Most students begin school with positive attitudes; however, differences in race, gender, and social class often begin to emerge in early childhood education and increase through high school and college. Through negative conditioning, such as prejudice and lack of understanding among teachers towards the "different" student, low self-esteem is unintentionally created and nurtured. This low self-esteem can in time force students to "cooperate" with forces that create antisocial behavior and influence the drop-out mentality when circumstances become difficult to deal with. High-risk students must be challenged to develop academic and non-academic skills and competencies associated with success in college, and teachers, counselors, and administrators must persist in seeing that programs are completed through appropriate nurturing behavior. Contains five references. (GLR)

ED 325 137 IR 053 337

Library of Congress, Washington, D.C. MARC Development Office.; Library of Congress, Washington, D.C. Network Development Office.
Multiple Versions Forum Report. Report from a Meeting (Airlie House, Warrenton, Virginia, December 6-8, 1989).
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bibliographic Records; *Cataloging; *Information Processing; Information Storage; Library Materials; Library Technical Processes; Long Range Planning; Microforms; Models; Preservation; *Records Management; User Needs (Information)
IDENTIFIERS- Anglo American Cataloging Rules; MARC

The Multiple Versions Forum was convened to arrive at a consensus on various aspects of constructing bibliographic records for items that are the same in content but differ in physical representation. The 33 forum participants--representing backgrounds in network systems, national libraries, archives, cataloging systems, USMARC, AACR2 (Anglo-American Cataloging Rules, second edition), microforms, preservation, serials, and special materials--offered varying perspectives to the discussion. The forum focused on identifying and evaluating solutions for the USMARC record-based communications environment. After introductory remarks, the forum began with two framework presentations. The first treated the definition and scope of the multiple versions questions, and the second surveyed the characteristics of various automated environments in which bibliographic data are currently manipulated. From discussions following these presentations, forum participants developed a set of seven working assumptions and a set of nine evaluation criteria for techniques that would be discussed. Following the framework sessions, three basic techniques for handling multiple versions were examined in detail: (1) composite; (2) two-tier and three-tier hierarchical; and (3) separate. Of the options considered, the two-tier hierarchical model was considered the most viable for preservation microform versions. Various aspects of the discussion of the Forum participants on the selected model are presented in six sections, and appended materials include descriptions of the other types of models considered as well as a list of participants and an agenda for the meeting. (SD)

ED 325 151 JC 900 541

San Diego Community Coll. District, Calif.
Committee on Academic Personnel (CAP): Evaluation, Tenure, and Promotion Guidelines.
PUB DATE- 29 Jan 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Collective Bargaining; *College Faculty; Community Colleges; Contracts; *Employment Practices; Faculty College Relationship; Faculty Development; *Faculty Promotion; Negotiation Agreements; *Personnel Policy; *Teacher Evaluation; Teacher Salaries; Tenure; Two Year Colleges

Since July 1, 1985, all new faculty appointed to tenure-track positions in the San Diego Community College District (SDCCD) have been subject to a promotion process which has been modified twice in the past 2 years. In addition, a new evaluation procedure and instrument have been adopted, and a competitive "Merit Step Advancement" feature has been added to the district-faculty collective bargaining agreement. This faculty handbook was developed by the Committee on Academic Personnel (CAP) in order to familiarize faculty and administrators with current procedures regarding the awarding of tenure, evaluation, and promotion. An introductory letter to all faculty describes the background to the handbook, stresses that the purpose of evaluation is to foster professional growth, and offers suggestions on the records that should be kept by faculty seeking promotion. The three-part handbook presents the revised guidelines by contrasting them with the wording of the superseded version. Section one describes the standards for regular promotion, discussing process and policies. Section two reviews the standards, application procedure, and review process for merit step advancement. The final section describes tenure and promotion procedures, reviewing probation and tenure, post-tenure, non-promotional evaluation, general promotion procedures from assistant to associate to full professor, promotion timelines, CAP promotional decisions, and notification of promotion. (GFW)

Ross, Robert O.
Discriminant Characteristics of Non-attendees at Tompkins Cortland Community College.
PUB DATE- 10 Jul 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Attendance Patterns; College Applicants; College Attendance; *Community Colleges; Enrollment; Literature Reviews; Multiple Regression Analysis; *No Shows; *Predictive Measurement; *Predictor Variables; *Student Behavior; Student Characteristics; Two Year Colleges

In 1990, a study was conducted at Tompkins Cortland Community College (TCCC) to determine if there was a significant difference in the personal characteristics of applicants for full-time study who actually attended and those who did not attend the college. In addition, the study sought to identify those variables that accounted for the largest variance between the two populations. The study population included 557 students who applied to, were accepted at, and paid a deposit to attend TCCC as full-time students in fall 1988. Of these students, 507 were attendees and 50 were non-attendees (students who were not registered for any classes during the first 3 weeks of the semester and were not included in the college's official census). The independent variables examined were age, sex, date of deposit (refund date), prior college experience, distance from campus (commuter status), high school decile rank, high school graduation status, and intended major at college. A stepwise multiple regression, used to rank the variables in terms of their predictability for non-attendance, placed commuter status first, followed by graduation status, high school decile rank, and refund date. In spite of the ranking, however, none of the correlations were statistically significant for any variable. Collectively, the first four variables accounted for only 4.54% of the variance between the groups of attendees and non-attendees. The study includes a literature review and recommendations for future research. (JMC)

ED 325 221 PS 019 148

Alger, Harriet A.
One State's Response to the Growing Need for Campus Child Care: A New York Partnership Involving State Government, New York City, Colleges, Universities and Unions.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Programs; *Day Care; Financial Support; *Fringe Benefits; Guidelines; Higher Education; Program Effectiveness; Sociocultural Patterns; State Colleges; *State Programs; State Universities; *Student Welfare
IDENTIFIERS- *Campus Child Care; *New York; New York (New York)

The citizens of New York and their elected representatives have made a major commitment to campus child care. This commitment is expected to increase, despite state budget problems. As a result of this commitment, thousands of New York parents have gotten a college education or worked at public colleges and universities while their children received good care. State funding has created some bureaucratic difficulties, which are being eased. It is hoped these difficulties will be resolved by a joint effort of the state government, unions, and campuses. State University of New York and City University of New York groups; representatives from state agencies and organizations; early childhood professionals; and union representatives are advocating increased support for campus centers, including higher salaries and improved fringe benefits for campus child care staff. As of yet, all of the need for campus child care is not being met, nor is funding sufficient to provide stability and security to all campus child care operations. However, even in a difficult budget year state allocations for child care were increased slightly and support is expected to grow. A state campus child care organization will be formed this year to provide a network of support for centers and more strength to advocacy efforts. (RH)

ED 325 252 PS 019 221

Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

Head Start Reaches Out: 1985 Innovative Projects. Final Report.

PUB DATE- Jun 88

NOTE- 48p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Child Health; Compensatory Education; Early Childhood Education; Educational Development; *Educational Innovation; Educational Policy; *Family Programs; *Job Training; *Parenting Skills; *Playgrounds; Profiles; Program Descriptions

IDENTIFIERS- *Project Head Start

After the announcement of Head Start Innovative Projects in 1985, local Head Start programs were able to expand their services. A total of 32 projects were funded in 22 states and the District of Columbia, the majority for a 2-year period. This document reviews the accomplishments of five groups of Head Start Innovative Projects and calls on Head Start to build on these accomplishments. Innovative Projects concern child health, family support services, parenting skills, job training, and playground development. Projects in each area are profiled. Head Start program staff are urged to invite more parents to participate, further bolster skills of staff, and enlist new support for outreach projects. Three major policy recommendations are advanced; it is recommended that Head Start: (1) reduce the cost of health and dental care for Head Start children by providing preventive care from birth; (2) cluster services to increase participation; and (3) address the mental health needs of staff and families. (RH)

Wilczenski, Felicia L.
Facial Emotional Expressions of Mentally Retarded Adults: Correlates of Interpersonal Competence.
PUB DATE- May 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Correlation; *Evaluation Methods; *Facial Expressions; *Interpersonal Competence; *Mental Retardation; Self Expression; Sheltered Workshops; Supervisors

Mentally retarded adults' ability to express facial emotions of happiness, sadness, anger, and fear was investigated. Photographs of facial emotional expressions posed by 52 retarded adults were judged by familiar and unfamiliar nonretarded adults. Happiness and sadness were accurately posed most often. The ability of retarded adults to encode facial emotional expressions was found to be significantly correlated with assessments of interpersonal competence provided by work supervisors in a sheltered workshop setting. Implications for nonverbal social/emotional assessment, nonverbal interpersonal skills training, and future research are discussed. Includes 28 references. (JDD)

ED 324 907 FL 018 781

Jones, Paul McClure
Knowing Opportunities: Some Possible Benefits and Limitations of Dialogue Journals in Adult Second Language Instruction.
PUB DATE- Aug 88
NOTE- 86p.; Requirement for master's degree, School for International Training, Vermont.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; Classroom Techniques; *Dialog Journals; *Error Correction; *Instructional Effectiveness; Interpersonal Communication; Second Language Instruction; Skill Development; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; *Writing Instruction; Writing Skills

A discussion of the use of dialogue journals in second language instruction integrates research and personal teaching experience in an analysis of the technique's benefits and challenges. The first chapter reviews what dialogue journals are and how they differ from other teaching strategies. Their use in different adult education contexts are also examined. The second chapter outlines some possible benefits of dialogue journal writing for both students and teachers. It is argued that the method has significant power to affect teacher-student relationships, shape teacher and student attitudes, help students develop new language skills, and motivate and guide teachers. Several limitations and challenges in the use of dialogue journals are enumerated in chapter 3 including constraints on time, improvement of student second language accuracy, and improvement of writing skills. The importance of mutual trust and teacher patience in successful use of the genre are also discussed. Actual journal excerpts and student interview comments are used for illustration. (MSE)

ED 324 923 FL 018 896

Panagopoulou, Evangelia
Metaphor in Foreign Language Teaching: Evidence from Modern Greek.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; Classroom Techniques; Contrastive Linguistics; *English; Foreign Countries; *Greek; Intercultural Communication; *Language Patterns; Language Research; Language Role; Linguistic Theory; *Metaphors; *Nouns; Second Language Instruction; Uncommonly Taught Languages

A discussion of some occurrences of metaphor in Modern Greek is intended to offer insight to foreign language teachers on the handling of the phenomenon in classroom instruction. Some implications for machine translation are also suggested. First, a brief theoretical account of metaphor points out that metaphor occurs in nearly all discourse and is pervasive in daily life, language, and thought. Attention is focused on cases in which metaphor appears in nouns and adjectives. Data from Modern Greek are then compared with the English equivalents. Questions concerning the teaching of metaphor in foreign language classes are addressed, including whether, why, how, and when it should be introduced. It is concluded that metaphor has the power to create solidarity and sensitize students to individual and cultural differences and similarities. (MSE)

ED 324 986 HE 021 037

California State Commission for the Review of the Master Plan for Higher Education, Sacramento.

The Master Plan Renewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education.

PUB DATE- Jul 87
NOTE- 93p.; For related documents, see HE 021 038-039.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; Community Colleges; *Educational Quality; Educational Trends; Efficiency; Elementary Secondary Education; *Equal Education; Governance; *Higher Education; *Long Range Planning; *Master Plans; Postsecondary Education; Private Colleges; Public Colleges; Resource Allocation; State Legislation; *Statewide Planning
IDENTIFIERS- *California

This report presents 33 recommendations for improving the 1960 California State Master Plan for Higher Education. The report's five sections focus on: (1) a unified educational system; (2) greater equity; (3) educational quality; (4) efficient use of educational resources; and (5) resources and responsibility. Recommendations for increased unity are structural links among policy formulation, operations, and evaluation; clearer mission statements for the public and private segments; guaranteed access to the baccalaureate degree for qualified students; and an expanded and strengthened Board of Governors for California Community Colleges. Concerning equity, recommendations include a guarantee of student financial aid to optimize student choice and increased institutional commitment to older part-time students. Recommendations to improve quality address the areas of public schools education, undergraduate instruction, vocational education, graduate instruction, new instructional technologies, and accreditation. More efficient use of resources is encouraged in recommendations which address long-range planning and cost containment, budgeting state support for the California Community Colleges, pricing public postsecondary education, and student financial aid policy. Appendixes list supplementary recommendations, recommended studies, and estimated costs to implement the recommendations. Also appended are Commissioner comments and dissents, a summary of the Commission's process, and the text of legislation authorizing the Commission's work. (DB)

ED 325 001 HE 023 866

Congress of the U.S., Washington, DC. Senate Committee on the Budget.

Historically Black Colleges and Universities of Higher Education. Hearing before the Committee on the Budget. United States Senate, One Hundred First Congress, First Session (Atlanta, GA).

PUB DATE- 13 Nov 89

NOTE- 285p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; *Black Colleges; *Black Education; Black Students; College Students; Educational Finance; Enrollment; *Federal Aid; Hearings; Higher Education; Opinions; Organizations (Groups); *Student Financial Aid; Trend Analysis

IDENTIFIERS- Congress 101st

This document contains the testimonies of witnesses at a November 13, 1989 hearing on the status of historically black colleges and universities (HBCUs), as well as additional statements and a report by the Congressional Research Service. Witnesses included: the presidents of Spelman College (Georgia), Clark Atlanta University, Virginia State University, Southern University System (Louisiana), and Norfolk (Virginia) State University; a student at Albany (Georgia) State College; the executive director of the White House Initiative on HBCUs; a professor of urban education at Georgia State University; the executive director of the National Council of Educational Opportunity Associations; the chairman of the National Association for Equal Opportunity in Higher Education; the executive director of Student Financial Services at Spelman College; and a senior scholar with the American Council on Education. Additional statements are from the president of Albany State College and a U.S. congressman from Georgia. The CRS report notes that there are presently 99 HBCUs in the country; that they constitute 3% of all higher education institutions but enroll 16% of African American college students and award over a quarter of the baccalaureate degrees received by African American students; and that HBCUs receive a larger percentage of their revenues from the Federal Government than other colleges. (DB)

ED 325 017 HE 023 934

Upcraft, M. Lee; Welty, John D.
Office of Educational Research and Improvement (ED), Washington, DC.

A Guide for College Presidents and Governing Boards: Strategies for Eliminating Alcohol and Other Drug Abuse on Campuses.

PUB DATE- Sep 90
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Role; *Alcohol Abuse; Alcohol Education; Alcoholic Beverages; Attitude Measures; Check Lists; *Drinking; *Drug Abuse; Drug Education; Drug Use; Higher Education; *Intervention; Policy Formation; Prevention; Program Evaluation; Referral; *School Policy; *Social Control; Social Problems; Student Attitudes

This guide outlines the extent of drug use and alcohol problems on college campuses and recommends five strategies for institutions of higher education: (1) develop clear policies concerning alcohol and other drugs; (2) enforce alcohol and other drug regulations; (3) provide alcohol and other drug education and prevention programs; (4) ensure intervention and referral for treatment of students, faculty, and staff; and (5) assess attitudes and behavior toward alcohol and other drugs as well as the effectiveness of education, prevention, intervention, and treatment programs. The guide recommends specific actions that college presidents and governing boards can take to carry out each strategy, and includes a checklist for pursuing each strategy. Appendixes contain: membership guidelines and standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, the Drug-Free Schools and Communities Act Amendments of 1989, and guidelines for beverage alcohol marketing on college and university campuses of the Inter-Association Task Force on Campus Alcohol Policy Issues. Includes nine references. (JDD)

ED 325 048 HE 023 967

Baeza, Rafael Portaencasa
The Mission of the University in Science and Technology: The Role of the Engineering Studies in Spain and Model of Universities.
PUB DATE- 7 Aug 90
NOTE- 13p.; Paper presented at the International Association of Universities General Conference (9th, Helsinki, Finland, August 5-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *College Role; Economic Development; Educational Change; Educational Policy; Engineering; Foreign Countries; *Government School Relationship; Higher Education; *Institutional Autonomy; *Institutional Mission; Models; Physical Environment; Public Policy; *Public Service; Universities
IDENTIFIERS- *Spain

A new model was created for Spanish universities when the Parliament approved the Ley de Reforma Universitaria. It emphasizes that the university must serve the society and must cooperate in the solution of problems that affect the society. The universities are charged with the mission of executing the scientific policy of the nation and of the Comunidades Autonomas to which they belong. The new model has consequences for such factors as research, technological innovation, and professional preparation. Great flexibility and continual contact with the social reality are required to enable universities to adapt to a world in constant change. The model Spanish university would be financially autonomous, imaginative and creative, having adequate salaries for faculty, transnational, cooperating with developed and developing countries, and above all serving its society by adapting its studies to meet the needs of the country's enterprises and industries and the employment needs of its graduates. (JDD)

ED 325 063 HE 023 986

Hilsen, Linda, Ed.
Professional and Organizational Network in Higher Education.
To Improve the Academy. Resources for Student, Faculty, and Institutional Development. Volume 9.
PUB DATE- Oct 90
NOTE- 244p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- College Faculty; *Educational Change; *Educational Trends; *Faculty Development; *Higher Education; *Institutional Research; *Instructional Development; Mentors; *Professional Development; Resources; Teacher Education; Teaching Methods; Trend Analysis

This collection contains 19 articles which address the themes of helping teaching and research come into balance, improving the art of teaching, seeing and envisioning teachers as developers, modeling effective faculty development practice, and looking at the faculty spectrum. The essays are grouped under six major subject headings: (1) Teaching and Research: Coming Into Balance; (2) Teaching: Making It Even Better; (3) Faculty Development: Seeing and Envisioning Ourselves; (4) Faculty Development: Modeling Effective Practice; (5) Diversity: Addressing the "...isms" of the '90s; and (6) Faculty: Looking at the Spectrum. References follow individual essays. Articles have the following titles and authors: "The Hard-Easy Rule and Faculty Development" (Robert Boice); "Integrating Teaching and Research: A Multidimensional Career Model" (Mary Pat Mann); "Strategic Teaching: The Possible Dream" (Linc. Fisch); "Helping Faculty Build Learning Communities through Cooperative Groups" (Barbara J. Millis); Strategies for Monitoring and Improving Seminars: An Application in a Course on Managing Computer Integrated Manufacturing" (Paul Mangiameli, Seetharama Narasimhan, Glenn R. Erickson); "Current and Desired Faculty Development Practices among POD Members" (Joanne Kurfiss, Robert Boice); "The Faculty Developer as Witchdoctor: Envisioning and Creating the Future" (Sally S. Atkins, Jon A. Hageseth, Ellen L. Arnold); "Transformational Faculty Development: Integrating the Feminine and the Masculine" (Virginia van der Bogert, Kathleen T. Brinko, Sally S. Atkins, Ellen L. Arnold); "State-wide Faculty Development Conference Promotes Vitality" (Mary Deane Sorcinelli, Katherine H. Price); "Department Heads as Faculty Developers: Six Case Studies" (Myra S. Wilhite); "Faculty Development through Faculty Luncheon Seminars: A Case Study of Carnegie Mellon University" (Susan A. Ambrose); "Workshops on Writing Blocks Increase Proposal Activity" (Robert A. Lucas, Mary Kathryn Harrington); "The Freshman Seminar and Faculty Development" (James P. Doyle); "A Model for Infusing Cultural Diversity Concepts across the Curriculum" (Barbara Flannery, Maureen Vanterpool); "Reaching African-American Students in the Classroom" (Jonathan Collett); "Excerpted from 'The Making of a Professor': The Teaching Initiative" (Russell Edgerton); "Developing Teaching Skills During Graduate Education" (Robert M. Diamond, Franklin P. Wilbur); "Senior Faculty Career Attitudes: Implications for Faculty Development" (Robert A. Armour, Barbara S. Fuhrmann, Jon F. Wergin); and "Meeting the Challenge of an Aging Professoriate: An Opportunity for Leadership" (Arthur L. Crawley). (GLR)

ED 325 079 IR 014 663

Small, Mary Luins
The Pansophism of John Amos Comenius (1592-1670) as the Foundation of Educational Technology and the Source of Constructive Standards for the Evaluation of Computerized Instruction and Tests.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Educational History; *Educational Philosophy; *Educational Technology; *Pictorial Stimuli; *Visual Learning
IDENTIFIERS- *Comenius (Johann Amos)

Pansophism, invented by the philosopher John Amos Comenius in the mid-1600s, is a system of education for all people to be made knowledgeable about the world, able to judge its events for themselves, and able otherwise to generate and sustain the conditions of progress. In developing this system of education, Comenius combined his first treatises on pansophism with his matching demonstrations of it in the form of an illustrated textbook. Titled "The Great Didactic," the textbook was suited both for the classroom and for independent learning. Comenius next published "Orbis Sensualim Pictus" (The World in Sensible Pictures), a book that taught conversation by describing concrete things and used an illustrated alphabet which paired letters with the image of a creature or natural phenomenon that could be heard to make a similar sound. Pansophism forms the foundation for audiovisual aids, educational radio and television, and the use of computerized instruction and tests in schools. Further, it sets the standards for literacy, including computer literacy, and for the use of testing that allows the student to supply information and revise his performance as the experience increases his knowledge or sharpens his skills. Any software for education might be expected to show the three qualities idealized by Comenius in the "Great Didactic" and achieved in "Orbis Sensualim Pictus"--it should be quick, pleasant, and thorough. (3 references) (DB)

ED 325 109 IR 014 712

Franklin, Sharon, Ed.; Strudler, Neal, Ed.
International Society for Technology in Education, Eugene, OR.
Effective Inservice for Integrating Computer-as-Tool into the Curriculum.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 193p.; The accompanying Macintosh disk is not included in this document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Educational Change; Evaluation Methods; *Inservice Education; *Instructional Development; Instructional Innovation; Postsecondary Education; *Program Effectiveness; Secondary Education; *Teaching Methods

This notebook is designed to help educators who are currently learning to design and present inservice programs, educators who are already inservice providers but who might benefit from an overview of inservice theory, and educators who are hiring, supervising, or evaluating inservice providers. It is divided into three parts: (1) Introduction and Background (a short computers-in-education course specifically designed for computer integrated instruction inservice facilitators); (2) Effective Inservice Practices (discussion of what is known about effective inservice and inservice for computer integrated instruction, including the Gall and Renchler report on inservice to promote basic skills, and a literature review focusing on effective staff development for computer integrated instruction); and (3) Evaluation (a variety of instruments for needs assessment, formative evaluation, and summative evaluation of an inservice). References are listed throughout the notebook. (DB)

ED 325 123 IR 053 319

Josephine, Helen
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Fee-Based Services in ARL Libraries. SPEC Kit 157.
PUB DATE- Sep 89
NOTE- 173p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Administrative Policy; *Extension Education; *Fees; Guidelines; Higher Education; Interlibrary Loans; *Library Services; Library Standards; Library Surveys; Online Searching; Program Descriptions; Research Libraries; Users (Information)

In November 1988 the Association of Research Libraries (ARL) mailed a survey to 59 of its university library members asking about their fee-based services and the impact of these services on other library development efforts. Overall, 79% of the respondents have fee-based services. In some cases, fees are applied to all users regardless of their affiliation; in other cases, fees are charged only to non-primary clientele. Interlibrary loan costs range from $3.00 to $15.00 for lending institutions; costs are usually passed on to students, faculty, and outsiders. Associated costs of online searching tend to be subsidized by the library; students and faculty are charged only the direct costs of online searches. Hourly research varies from $30 to $70 per hour; some services charge a fixed annual subscription rate, while others invoice on a per-item basis. Most separate fee-based library services have a full- or part-time manager administering the department; in most cases, the manager reports directly to the library director or an assistant director. Each fee-based service unit is uniquely organized based on the types of services offered, the strength of the home institution's collection, local policies and procedures, and the clients' needs. This document includes a summary of the results of the survey, a copy of the questionnaire, and a five-item reading list, as well as materials submitted by respondents: i.e., studies and reports on services to outside users (two universities); policy statements for fee-based services (two universities); and brochures and price sheets (eight universities). (SD)

ED 324 893 EC 232 627

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.

Overview: Statistical Almanac, Volume 1. The National Longitudinal Transition Study of Special Education Students.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 442p.; For related documents, see EC 232 628-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

The National Longitudinal Transition Study of Special Education Students (NLTS) was Congressionally mandated to provide information regarding the transition of youth with disabilities from secondary school to early adulthood. Data were collected for more than 8,000 special education students, ages 13-21. The study design involved a survey of parents/guardians, review of school records, and a survey of school programs. This overview volume of the statistical almanac introduces the purposes of the study and procedures relating to the research methodology. Forty-three tables display data on: individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. Appendices clarify the interpretation of selected variables and provide a table of subgroups referenced by disability categories. Includes two references. (JDD)

ED 324 954 FL 018 937

New York State Education Dept., Albany. Bureau of Bilingual Education.
Bilingual Dictionary of Mathematical Terms: English-Lao.
PUB DATE- 90
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Instructional Materials; Dictionaries; *English (Second Language); *Lao; Mathematical Concepts; *Mathematical Vocabulary; *Mathematics; Secondary Education; Uncommonly Taught Languages

This dictionary was developed for use by Laotian junior high and high school students to assist them in their understanding of mathematics vocabulary and concepts in English. Terminology and definitions are included in English with Lao translations provided directly below each entry. Students may use this publication as a dictionary, a workbook, and a supplement to their English language mathematics textbooks. (JL)

ED 324 971 FL 018 963

Gebhard, Jerry G.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
The Supervision of Second and Foreign Language Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Language Teachers; Learning Activities; *Second Language Instruction; *Teacher Education; *Teacher Supervision; Teaching Methods
IDENTIFIERS- ERIC Digests

Language teacher supervisors see their role as: (1) training teachers to go from their actual to ideal teaching behaviors; (2) providing a means for teachers to reflect on and work through problems in their teaching; (3) furnishing opportunities for teachers to explore new teaching possibilities; and (4) providing teachers with opportunities to acquire knowledge about teaching and to develop their own theory of teaching. It is important for supervisors to realize that the goal of supervision--improvement of instruction--is problematic because of the complex relationship between teaching and learning. The focus of training is on specific outcomes that can be achieved through a sequence of steps, commonly within a specified period of time. Some aspects of teaching are not easily mastered. A variety of activities focus on teacher development. These activities, incorporated into the supervisory process, provide opportunities for teachers to become more informed and capable of making their own decisions about improving their teaching. In most contexts, the creative supervisor, equipped with instruments to train and methods that offer teachers a chance to develop, can encourage teachers to learn and to build a more complex theory of teaching. (VWL)

ED 325 095 IR 014 685

See, Maha

A Computer-Based Training System for American Antique Chair Styles.

PUB DATE- May 90
NOTE- 116p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; Cultural Background; Fine Arts; *Furniture; *Instructional Design; *Interior Design; *Programing; United States History; Units of Study
IDENTIFIERS- *Antiques

A computer-based training (CBT) system was designed to train learners to recognize six styles of 18th century American antique chairs. The project consisted of five phases. The first phase consisted of a needs analysis to determine the training needs for the target population. Three groups of learners were identified: antique sales personnel, interior design students, and antique furniture hobbyists. The design phase determined, through completion of an instructional task analysis, the tasks to be learned. They included identification of chair anatomy, of variations on anatomy, and elements of style. Each task was followed by practice sessions. During the development phase, the Summit authoring system was used to create the American antique chairs CBT software. Formative evaluation was performed during this phase in one-on-one, small group, and pilot test settings. The CBT training was then implemented and a summative evaluation performed. Results indicated that learners using the CBT software were able to recognize and identify the six styles of 18th century American antique chairs. The project concluded with recommendations to improve this version of CBT systems as well as the next module, which would train learners to recognize 19th century chairs. Appendices include a target population questionnaire, project plan, task analysis sheet, antiques knowledge survey I and II, a CBT user guide sheet, storyboards, simulation exercises, CBT checklist, and evaluation data. (15 references) (Author/DB)

ED 325 207 PS 019 101

Beyth-Marom, Ruth; And Others
Carnegie Council on Adolescent Development, Washington, DC.
Teaching Decision Making to Adolescents: A Critical Review.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Mar 89
NOTE- 52p.; For related papers, see ED 323 017-023 and PS 019 100-102.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Adolescents; Curriculum Evaluation; *Daily Living Skills; *Decision Making; Definitions; Educational Objectives; *Interpersonal Competence; Models; Profiles; Program Descriptions; Program Effectiveness; *Skill Development; *Thinking Skills

A conceptual framework derived from formal and behavioral theories was used to describe and evaluate a sample of the best developed programs for teaching decision making to adolescents. The internal validity of the programs was evaluated in terms of the adequacy of their coverage of the normatively prescribed steps to good decision making. The degree to which a program's pedagogy was sensitive to the descriptive research about the process of intuitively making judgments and decisions was also evaluated. Generally speaking, the programs covered the prescriptive steps fairly well, but largely ignored the descriptive research. The external validity of the programs was analyzed in terms of evaluation studies of the programs. Many of the curricula had considerable face validity: their underlying principles seemed plausible. Implementation of curricula was often imaginative. It is noted that the fact that the programs have gotten as far as they have shows enormous commitment and ingenuity. However, before a strong case could be made for adopting any of the programs, the program in question would need to give greater attention to its pedagogical underpinnings and the measurable impacts of the program on behavior. Programs reviewed used decision making and general thinking skills curricula. Life skills and social skills programs were also reviewed. Citations number 146. (RH)

ED 324 850 EC 232 195

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
Guide for Parents. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 5p.; For related documents, see EC 232 187-194.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Uses in Education; *Disabilities; *Educational Media; *Instructional Material Evaluation; *Parent Role

One of nine brief guides on using computer technology, this guide is directed to parents of children with disabilities and provides an overview of computer use with handicapped children and suggestions for ways parents can learn more about the potential of technology to aid their children. Instructional software for classroom or home use generally falls into four categories: drill and practice; tutorials; simulations; and games. Tool software (e.g., word processing, database, and graphic editors is another option that is proving very useful for computer users of all ages. Principles for selecting a computer include developing a profile of the child's learning needs which will take into account the nature and degree of severity of his/her disability and also the child's age. Specific concerns when selecting computer equipment include ensuring that the software programs chosen will run on the computer to be used, presence of sufficient memory, compatibility of adaptive devices, printer features, and cost. Parents are encouraged to read about computers, talk to the child's teacher, and join a local computer user group. Also recommended is contacting the local chapter of the appropriate disability organization and obtaining information on software, hardware, assistive technology, and possible funding help. Four readings, eight organizational resources, four periodicals, and three software resource guides are listed. (DB)

ED 324 878 EC 232 423

Sternberg, Les

Analyzing the Non-Linguistic Communication Functioning of Persons with Mental Retardation.

PUB DATE- May 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Body Language; Communication Skills; Language Acquisition; Longitudinal Studies; *Nonverbal Communication; *Research Needs; *Severe Mental Retardation

The paper proposes that research efforts should be focused on understanding the non-linguistic functioning of individuals with severe degrees of mental retardation, recognizing its place as a potential stand-alone system in satisfying communicative needs and options, and understanding the mechanisms that account for the presence and use of such a system. It describes a research project which analyzed the non-linguistic functioning of persons with profound mental retardation who resided in a California education/treatment center. Subjects tended to use elemental forms of non-linguistic communication which served basic functions. Low frequency of pointing gestures, coupled with higher than expected frequencies of more elemental forms, may indicate that pointing can serve as a transition bridge to the acquisition of more refined gestures. The low frequency of natural gestures may indicate that formal language acquisition should not be expected of this population. Project data indicated the need to incorporate potential co-occurrence measures, such as cognitive and environmental intrusiveness measures, into the research paradigm. Includes 14 references. (JDD)

ED 324 939   FL 018 921

Arena, Louis A.

Proficiency English Language Testing of International Employees: A Case History.

PUB DATE- 89

NOTE- 19p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Administration; Business Communication; Case Studies; *Employees; *English (Second Language); *International Trade; *Language Proficiency; Languages for Special Purposes; *Language Tests; Second Language Instruction; *Test Selection

IDENTIFIERS- Comprehensive English Language Test; *E I DuPont de Nemours Corporation; Preliminary Test of English as a Foreign Language; Speaking Proficiency English Assessment Kit; Test of English as a Foreign Language

Developments in one major corporation's ongoing program to evaluate employees' English language proficiency are discussed. The testing program was developed by the multinational E. I. DuPont de Nemours corporation for use with international employees. The history and rationale for the selection of the five English tests used are outlined, the tests are described, and some sample training recommendations based on test performance are presented. The tests selected include the Test of English as a Foreign Language (TOEFL), Speaking Proficiency English Assessment Kit (SPEAK), a writing sample evaluated according to guidelines for the Test of Written English (TWE), the Preliminary TOEFL, and the Comprehensive English Language Test (CELT). Recommendations for training are based on test scores and focus on improving rapid listening and reading comprehension skills, spoken comprehensibility, and writing abilities. The recommendations are implemented in ongoing training programs in the United States. A brief bibliography is included. (MSE)

ED 325 152 JC 900 545

Clagett, Craig A.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

Fall 1989-Spring 1990 Retention Analysis. Enrollment Analysis EA91-3.

PUB DATE- Aug 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Persistence; College Freshmen; Community Colleges; *Dropouts; *Enrollment Influences; Majors (Students); School Holding Power; *Student Attrition; Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

Fall-to-spring retention rates were calculated at Prince George's Community College (PGCC) for several demographic groups and for first-time students attending the college in fall 1989. Data from longitudinal studies were included to provide a more complete picture of student persistence at PGCC. Study findings included the following: (1) 60% of all students enrolled in fall 1989 returned in spring 1990, including 77% of the full-time students and 54% of the part-timers; (2) degree-seeking students had a higher retention rate (77%) than non-degree-seeking students (54%); (3) students attending only day classes had a higher retention rate (66%) than those attending only night classes (50%), but a lower rate of retention than those attending both day and night classes (73%); (4) first-time students had a lower retention rate (61%) than continuing students (68%), but a higher rate than transfer students (48%); (5) first-time students whose reason for attending PGCC was to prepare for transfer had the highest retention rate (70%), while those attending to update job skills had the lowest (37%); (6) males and females returned at approximately the same rate (59% vs 60%); (7) retention rates were 69% for Asian students, 61% for White students, 59% for Native Americans, and 58% for both Black and Hispanic students; (8) students under 21 years of age and over 59 had the highest rates of retention (68% and 63%, respectively); (9) the Radiography, Nursing, and Hotel Management Certificate programs had retention rates over 70%; and (10) the top reasons for discontinuing study were employment demands, insufficient time, financial reasons, transfer to another college, change in family situation, and achievement of goals. (GFW)

ED 325 166 JC 900 563

Judd, R. Bruce
Florida Univ., Gainesville. Inst. of Higher Education.
The Value of an Associate in Arts Degree to the Community College Graduate Who Does Not Transfer to the University.
PUB DATE- Aug 90
NOTE- 103p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- •Associate Degrees; Bachelors Degrees; College Graduates; Community Colleges; Comparative Analysis; Educational Attainment; •Educational Benefits; •Educational Status Comparison; •Education Work Relationship; Employer Attitudes; •Employment Potential; •Outcomes of Education; Salaries; Student Characteristics; Two Year Colleges
IDENTIFIERS- •Florida; Standard Industrial Classifications

In 1990, a study was conducted to determine the value of an Associate in Arts (AA) degree to 2,810 community college graduates from 5 Florida schools 8 years following graduation. By cross-matching the graduates social security numbers with both the State University System Student Data Course File and the Department of Unemployment Compensation Insurance database, graduates were subdivided into three cohorts (referred to as FATE's) and an extensive demographic, educational and economic database was compiled. FATE #1 consisted of AA graduates who did not transfer to a state university. FATE #2 included those graduates who transferred to the university, but did not graduate prior to the spring 1988 semester. FATE #3 consisted of those AA graduates who transferred to a state university and completed a baccalaureate degree. The mean annual earnings for each cohort were compared, controlling for the general type of business or industry in which the graduates were employed. In addition, employer interviews were conducted for a subsample of FATE #1 graduates. Study results included the following: (1) a higher differential rate of return was indicated for FATE #1 over FATE #3 graduates; (2) there were no significant differences in the aggregate mean annual earnings or in the number of weeks employed among individuals in all three FATE's; (3) employers indicated a marked preference for AA graduates over high school graduates with similar experience; and (4) for occupational categories in which a baccalaureate was required to even apply, FATE #3 had significantly higher mean annual incomes. The employer test instrument is included. (JMC)

ED 325 193   JC 900 600

Grossman, Gary M.; Duncan, Mary Ellen
Ohio State Univ., Columbus. Center on Education and Training for Employment.
Indicators of Institutional Effectiveness: A Guide for Assessing Two-Year Colleges.
SPONS. AGENCY- National Alliance of Community and Technical Colleges, Columbus, OH.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *College Outcomes Assessment; College Role; Community Colleges; Consortia; *Evaluation Criteria; Evaluation Methods; *Mission Statements; Models; Organizational Objectives; Performance Factors; *School Effectiveness; *Self Evaluation (Groups); *Two Year Colleges
IDENTIFIERS- DACUM Process

In an effort to develop a process for measuring institutional effectiveness, the National Alliance of Community and Technical Colleges and the Center on Education and Training for Employment sent a questionnaire to the 46 member institutions of the Alliance asking them to define institutional effectiveness and to list factors for measuring it. A seven-member task force, using the Developing A Curriculum (DACUM) process to reach group consensus, edited, refined, and synthesized the information collected from the survey to develop an institutional assessment model in chart form. The task force defined institutional effectiveness as the process of articulating the mission of the college, setting goals, and using the data to form assessments in an ongoing cycle of goal setting and planning. The Alliance developed six "areas of inquiry" considered crucial to the mission of two-year institutions: (1) access and equity (2) employment preparation and placement; (3) college/university transfer; (4) economic development; (5) college/community partnerships; and (6) cultural and cross-cultural development. A total of 38 "outcome" (rather than the traditional "process") indicators were identified. This report presents the assessment model in a chart format, listing the six areas of inquiry and the different indicators which can be used to assess an institution's success in each area. Instructions on using the chart to build an assessment instrument, background on the development of the model, the Center's mission statement, and a 60-item bibliography are included. (JMC)

ED 325 222 PS 019 149

Eisenberg, Leon
What's Happening to the American Family?
PUB DATE- 6 Oct 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Academy of Pediatrics (59th, Boston, MA, October 6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care; Early Childhood Education; Employed Parents; *Family (Sociological Unit); *Family Characteristics; *Family Problems; Parent Education; Poverty; *Public Policy; School Role
IDENTIFIERS- Parental Leave

In the aftermath of the Industrial Revolution, the American family has been stripped of two of its traditional social functions: serving as a unit for economic production and as a school for the vocational training of children. The first function has been usurped by commercial firms, the second by the state. Some functions remain: physically and emotionally gratifying the family's adult members, socializing the family's children into community mores, and promoting the children's development. Four social policy initiatives will increase the likelihood that children will thrive in today's family environments: (1) protecting young mothers and their children against poverty; (2) providing paid parental leave after childbirth; (3) assuring access to quality day care; and (4) educating students for parenthood in the public schools. Taken together, these elements of a comprehensive national policy on child development can make a significant contribution to the future of the nation's children. (RH)

ED 325 237 PS 019 184

Montana State Office of the Superintendent of Public Instruction, Helena.
The Curriculum Process Guide: Developing Curriculum for the 1990s.
PUB DATE- 90
NOTE- 66p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Committees; *Curriculum Design; *Curriculum Development; Educational Philosophy; Elementary Secondary Education; Guidelines; *Program Evaluation; *Program Implementation; Resource Materials; State Curriculum Guides
IDENTIFIERS- Curriculum Councils; *Montana; *Sample Materials

This handbook was designed to assist school districts in Montana as they undertake the process of developing curriculum. The process includes five steps, each of which require that district personnel discuss a series of questions. Steps include forming a curriculum committee; defining and evaluating present practices; and developing, implementing, and assessing the curriculum. A question and answer format is used to outline these steps in the main body of the report. An appendix comprising the bulk of the document consists of excerpts from sample guides which offer a variety of philosophy or goal statements, guidelines for designing curriculum in particular subjects, and pages excerpted from curricular documents. In addition, the appendix includes samples of rules governing Program Area Standards that are drawn from the Montana School Accreditation Standards. Office of Public Instruction resource personnel and professional organizations, and sources for the excerpts from sample guides, are listed. An annotated bibliography provides 93 citations in the areas of general curriculum questions, communication arts, community involvement, visual and performing arts, music, creative movement and dance, drama, foreign language, gifted and talented children, health enhancement, mathematics, science, social studies, and vocational and practical arts. (RH)

ED 325 253 PS 019 222

Sigrah, Hanson K.; Kephas, Kalwin
Center for the Advancement of Pacific Education, Honolulu, HI.; Northwest Regional Educational Lab., Portland, Oreg.
Teachers and Students as Resources for Improving Instruction. Policy and Practice: Research in Pacific Education. A Report to Pacific Educational Researchers.
PUB DATE- Oct 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comprehension; *Educational Improvement; *Elementary School Curriculum; English; Grade 8; Grade 9; Grading; *High School Students; Instructional Materials; *Junior High School Students; Language Proficiency; Learning Activities; Secondary Education; *Secondary School Teachers; Student Evaluation; Teacher Expectations of Students; Teaching Methods; *Test Score Decline
IDENTIFIERS- *Federated States of Micronesia

A study investigated a decline in student achievement and related issues that was associated with a drop of 1.60 points on the mean achievement scores of 9th graders attending high school in Kosrae, Micronesia on the Secondary Level English Proficiency test. Research questions included the following: (1) What knowledge and skills are emphasized at grade 8? (2) What instructional materials are used at grades 8 and 9? (3) What teaching and assessment methods are used at both grade levels? (4) What are the teacher expectations for incoming 9th graders? (5) How is student learning occurring at grades 8 and 9? (6) How well do the students understand the grading standards at grades 8 and 9? (7) What skills are most helpful at grade 8? (8) What skills are most needed at grade 9? (9) What activities are helpful at grades 8 and 9? Surveys were sent to all 10 eighth grade teachers, all 11 ninth grade teachers, 168 eighth grade students, and 180 ninth grade students. Findings and their implications are discussed. Survey instruments are appended. (RH)

ED 324 863 EC 232 408

Boothroyd, Paul; And Others
Housing for the Physically Disabled: A Commentary, Resource Guide and Selected Bibliography. Prepared for the Coalition of Active Disabled of Chester County, Inc.
SPONS. AGENCY- Coalition of Active Disabled of Chester County, Inc., PA.
PUB DATE- 22 Aug 89
NOTE- 33p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Building Design; Civil Rights Legislation; Federal Legislation; Group Homes; Housing Discrimination; *Housing Needs; Normalization (Handicapped); *Physical Disabilities; Public Housing; State Legislation
IDENTIFIERS- Pennsylvania (Chester County)

This document on housing for the physically disabled contains four parts: a commentary; a list of bibliographical references for the commentary; a resource guide; and a selected bibliography of government publications. The commentary portion discusses the psychological, social, and physical problems which physical disability presents to the individual; describes the effect of affordable, accessible housing on that individuals' well-being; and describes relevant federal and state (Pennsylvania) legislation from 1954 to 1988 with emphasis on the Fair Housing Act of 1988. In addition, reasons for lack of effectiveness of earlier legislation, such as lack of protection against discrimination, are summarizes; an illustrated description of adaptations to wheelchair living designed into a model home by the South Carolina Vocational Department is provided; and the concepts of universal design, adaptable housing, design for the life span, and alternative living arrangements are explained. The commentary concludes with the observation that solutions to virtually every housing problem known to the disabled can be found in one place or another in the United States and the need is for much wider availability of these solutions based on societal acceptance of the disabled as fully valid human beings. The bibliography contains 19 references. The resource guide includes lists of Federal, State (Pennsylvania), and local (Chester County) agencies, commissions, boards, and offices; Federal and State Senators and Representatives; local information referral services; local nursing homes and subsidized and private sector housing; Philadelphia area contractors for home/van modifications; catalogs of products used by the disabled; government-approved books and resource guides; federal and state legislation impacting the disabled; and a source for federal grants and information on standards and databases. The government bibliography contains 26 entries published between 1947 and 1988. Listed by sources, the entries include title, author, publisher, corporate source, a brief description, and access numbers. (KM)

ED 324 908 FL 018 867

Battestini, Simon P. X.
Centre National de la Recherche Scientifique, Ivry-sur-Seine (France).
Bibliographie analytique des systemes africains d'ecriture (Annotated Bibliography of African Writing Systems).
PUB DATE- 90
NOTE- 87p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *African Languages; Annotated Bibliographies; Foreign Countries; Information Sources; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Africa

This bibliography contains over 500 citations of journal articles, research reports, essays, and papers on the writing systems of a variety of African languages. Items cited were published between 1900 and 1990, are in either English or French, and most are annotated in French. A postface discusses the social and historical context of written language in Africa. (MSE)

ED 324 924 FL 018 897

Hatzipanayiotidou, A.; And Others
Greek Loans in English and the Teaching of Modern Greek to English Speaking Students (within a Communicative Language Teaching Framework).
PUB DATE- Apr 84
NOTE- 15p.; Paper presented at the Greek Applied Linguistics Association's Conference on Less Widely Taught Languages in Europe (Thessaloniki, Greece, April 4-7, 1984).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Classroom Techniques; *Communicative Competence (Languages); Course Content; *English; Foreign Countries; *Greek; Language Research; *Linguistic Borrowing; Second Language Instruction; Uncommonly Taught Languages; *Vocabulary Development

In constructing a syllabus for the teaching of Modern Greek as a foreign language to English-speaking students, it is suggested that some lexical items be taught from the corpus of Greek loan words in English. These words fall into the following categories: direct loans; words that, in joining English, have acquired a different meaning, which was subsequently introduced into Modern Greek; words borrowed from Ancient Greek, used as a basis for scientific terminology, and returned to Modern Greek; and blends formed by a Greek loan and an English word. One technique for introducing loan words is designed to help the learner of Greek overcome discouragement, a common response to phonological, syntactical, and orthographic differences. First, loan words are selected and graded according to language proficiency level, and dialogues incorporating them are written. Words may be selected to correspond to student interests and needs. The technique promotes examination and understanding of both Greek and English, enhances lexical memory, and may also be linked to the teaching of culture. Teachers are cautioned to be aware of the morphological, phonological, and semantic problems inherent in loan words. (MSE)

ED 324 955 FL 018 938

Willig, Ann C.; Swedo, Jana J.
Improving Teaching Strategies for Exceptional Hispanic Limited English Proficient Students: An Exploratory Study of Task Engagement and Teaching Strategies.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *English (Second Language); Evaluation; *Hispanic Americans; Individualized Instruction; Instructional Effectiveness; *Learning Disabilities; *Limited English Speaking; Mild Mental Retardation; Spanish Speaking; *Special Education; Teacher Education; *Teaching Methods; Videotape Recordings

An exploratory and descriptive study of instruction for Hispanic Limited-English-Proficient (LEP) students is presented. The study was based on data collected during part of a 4-year project to develop teacher training modules for teachers of learning disabled and mildly mentally retarded Hispanic LEP children. As a result of the second year of the project, which involved classroom observation and videotaping of actual classes, a secondary study was developed to identify major types of instructional practices employed with LEP children in special education. The descriptive information contained in this report is anchored with data on task engagement in order to evaluate the effectiveness of various instructional techniques. Observations indicated that direct instruction enhanced task engagement, and that this relationship was mediated by the nature of instruction--the most engaging activities drew heavily upon the experience, language background, and interests of the students. It was also noted that instruction at high conceptual levels was possible when the native language is used. Finally, task engagement during seatwork was closely related to the ability of the teacher to provide guidance and individualized instruction. (JL)

ED 325 002 HE 023 890

Douglas, Joel M., Ed.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
The Impact of NLRB v. Yeshiva University on Faculty Unionism at Public Colleges and Universities. Part II: Legal Analysis.
PUB DATE- Oct 90
NOTE- 10p.; For Part I: Legislative Analysis, see HE 023 604.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Administrators; *Collective Bargaining; *College Faculty; *Court Litigation; *Faculty College Relationship; Higher Education; Labor Relations; Private Colleges; Public Colleges; State Legislation; Supervisors; Teacher Rights
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

The newsletter issue provides a legal analysis of National Labor Relations Board versus Yeshiva University, a case which limited the right of faculty to bargain collectively under the protections of state statutes. Related cases are noted concerning: (1) Wichita State University in Kansas (which rejected the Yeshiva doctrine); (2) University of Alaska (which held that Yeshiva was not applicable since faculty were legal "employees" and thus allowed to bargain under the Alaska Act); (3) Southern Oregon State College (which refused to exclude department chairs from faculty bargaining units despite their "managerial" status under the Yeshiva standard); and (4) University of Pittsburgh in Pennsylvania (which found faculty to be "management level employees" and thus not entitled to bargain collectively). Analysis of the case law notes that where the Yeshiva argument was disallowed there was a statutory basis for bargaining rights and a distinction made between "supervisory" and "managerial" employees. Proposals for limiting the influence of the Yeshiva case include preventing its extension to the public sector, amending the National Labor Relations Act, and enacting special legislation. A chart presents a summary of higher education public sector collective bargaining legislation by state. Forty-two footnotes document the legal analysis. (DB)

ED 325 034 HE 023 951

McFerron, J. Richard; And Others

A National Study of the Perceptions of Administrative Support for Teaching and Faculty Development.

PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; *Administrator Attitudes; *College Faculty; Department Heads; *Faculty College Relationship; *Faculty Development; Financial Support; Higher Education; Inservice Teacher Education; Meetings; Merit Pay; Salaries; *School Funds; *Teacher Attitudes; Tenure

This study examined the perceived availability of funds for teaching support and faculty development, the importance of teaching in tenure and merit salary adjustments, and the level of financial support for faculty attendance at professional meetings and institutional support for global faculty development. Data were gathered from questionnaires from 142 academic deans, 392 department chairs, and 1,173 faculty members. Faculty reported lower tenure weights for teaching and research than deans, but higher tenure weights for committee work and publishing. Faculty perceive that there is no merit salary increment for outstanding teaching, though deans and, to a lesser extent, department chairs indicated otherwise. Concerning the adequacy of institutional funding for teaching and research support, ratings of good or excellent varied from 46% of the deans to 40% of the chairs and 33% of the faculty. Nearly a third of the faculty received $250 or less support for all forms of professional development in academic year 1984-85. Data support the notion of a gradient of ignorance about the availability of funds for the support of teaching and research from deans to faculty. It is concluded that this gradient serves to maximize the dean's power and control over faculty access to support funding. Includes 11 references. (JDD)

ED 325 138 IR 053 338

New York State Library, Albany. Div. of Library Development.
The New York State Program for the Conservation and Preservation of Library Research Materials. Selected Press Clippings about Projects Funded by the Discretionary Grant Program, 1988/89 and 1989/90.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 90
NOTE- 88p.; Reproducibility of the clippings varies.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Archives; Higher Education; Library Surveys; Local History; Maps; *Microforms; Museums; Photographs; Physical Environment; *Preservation; Program Descriptions; Public Libraries; Repair; *Research Libraries; *State Programs
IDENTIFIERS- Historical Societies; New York

This document is composed of clippings from news publications and press releases about projects funded by the New York State Discretionary Grant Program for Conservation and Preservation of Library Research Materials, which annually awards $500,000 to libraries, archives, historical societies, and similar agencies in New York State through competitive grants. The document is divided into two separate sections by grant year--1988/89 and 1989/90--and the 56 entries, each containing one or more articles, are arranged alphabetically by grant recipient. Projects fall into 12 categories according to types of preservation activities or materials to be preserved: (1) development of information materials/training; (2) environmental controls; (3) historical records/manuscripts; (4) local history; (5) maps; (6) photographic materials; (7) physical treatment; (8) protective enclosures; (9) rare books; (10) reformatting microforms; (11) reformatting non-microforms; and (12) surveys. An index by type of preservation activity is included, and a list of all grant fund recipients is provided which includes the organization/institution name, address, telephone number, and contact name. (SD)

ED 325 180 JC 900 582

Fadale, LaVerna M.
State Univ. of New York, Albany. Two Year Coll. Development Center.
Factors Related to Retention in Postsecondary Occupational Education: Emphasis on Minority Student Populations. A Model for Retention of Minority Students, Phase II: Project Report.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Postsecondary Grants Administration.
PUB DATE- Sep 90
NOTE- 61p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Environment; Community Colleges; Dropout Characteristics; Dropouts; *Enrollment Influences; Family Influence; *Minority Groups; Models; *Performance Factors; *Student Attitudes; Student Attrition; Student Characteristics; Student Educational Objectives; *Teacher Attitudes; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *New York

In 1990, a study was conducted to validate factors which relate to the persistence or retention of students enrolled in two-year college occupational programs, with a particular focus on minority students. Data were collected through a questionnaire survey of 731 students and 55 faculty members at 5 colleges in New York. In addition to the survey, interviews were held at the 5 sites with 77 minority students, 56 faculty members, and 11 administrators and institutional researchers. Study findings included the following: (1) support, usually from family, and the desire to rise above poverty were important to college success; (2) student success was positively correlated with a hospitable and accepting academic environment created by caring faculty, with departmental concern for students; (3) successful grade point average (GPA) was the critical factor in a student's commitment to completion, and in his/her sense of belonging at the college; (4) connecting with the institution through faculty, staff, or peer groups cultivated a sense of belonging which was itself positively related to favorable GPA; (5) among faculty, a hospitable environment for minority students was seen as the principal institutional variable contributing to student success; and (6) no significant differences were found in contributors to persistence between minority and non-minority students. The report concludes with a student persistence success formula, describing the features contributing to a positive college environment, realistic expectations, sense of belonging, and academic success. (JMC)

ED 324 987 HE 021 038

California State Commission for the Review of the Master Plan for Higher Education, Sacramento.

The Master Plan Renewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education. Issue Papers.

PUB DATE- 31 Aug 87
NOTE- 646p.; For related documents, see HE 021 037-039.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - General (020)
DESCRIPTORS- Access to Education; Adult Literacy; College Faculty; College School Cooperation; Community Colleges; Continuing Education; *Educational Quality; Educational Technology; Educational Trends; Efficiency; *Equal Education; Governance; Graduate Study; *Higher Education; *Long Range Planning; Master Plans; Postsecondary Education; Public Colleges; Resource Allocation; School Holding Power; State Programs; State Universities; *Statewide Planning; Undergraduate Study; Vocational Education
IDENTIFIERS- *California

The monograph presents 16 issue papers prepared by the California Commission for the Review of the Master Plan for Higher Education. Papers have the following titles: "Access to Postsecondary Education in California"; "Financing Postsecondary Education in California"; "Graduate Education and Research in California Postsecondary Educational Institutions"; "Coordinating California's Systems of Higher and Lower Education"; "Retention in California Postsecondary Educational Institutions"; "Faculty Resources in California Postsecondary Educational Institutions"; "Budgeting State Support for California Public Postsecondary Education"; "Vocational Education and Training in California"; "Governance of California Postsecondary Education"; "Interdistrict Attendance among the California Community Colleges"; "Undergraduate Education in California Postsecondary Educational Institutions"; "State-Supported Noncredit Instruction in the Community Colleges"; "Adult Literacy and Postsecondary Education in California"; "Continuing Education in California's Four-Year Colleges and Universities"; "The New Instructional Technologies in California Postsecondary Educational Institutions"; and "Accreditation and Licensure of California Postsecondary Educational Institutions." References accompany most papers. Appended are the minutes of Commission meetings and Commissioner comments and dissents. (DB)

ED 325 018 HE 023 935

Mageean, Pauline
TAFE National Centre for Research and Development, Payneham (Australia).

Facilitated Appraisal for College Executives (FACE): A Handbook for Users.

PUB DATE- 90
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Administration; *Evaluation Criteria; Foreign Countries; Higher Education; Interprofessional Relationship; *Job Performance; *Peer Evaluation; *Personnel Evaluation; *Program Development; Specifications; Staff Development
IDENTIFIERS- Australia; *Facilitated Appraisal for College Executives

In an effort to foster professionalism and staff development within the Technical and Further Education college staff, a voluntary appraisal program, Facilitated Appraisal for College Executives (FACE), was developed. A handbook is presented which gives background information and some suggestions users may find helpful in implementing the (FACE) process. FACE is a technique whereby a professional group, the principals/directors of TAFE colleges, can set performance standards and monitor adherence to these standards by those of its members who choose to participate. The handbook is primarily concerned with peer appraisal, although a discussion is given on how FACE may be adapted to other forms of appraisal. A step-by-step approach is presented for developing the process and an example is given of the FACE process being implemented. In addition, the handbook provides guidance on the handling of problem areas, or weaknesses in executive performance, that may be discovered during the appraisal interview and how to best deliver negative feedback. An appendix provides further detailed information on FACE development and application as well as a resources list. Contains 15 references. (GLR)

ED 325 049 HE 023 968

Chiang, Gustavo

Mission of the University in Science and Technology Discoveries and
  Applications of the Universal Knowledge within the Various
  Socio-economics Systems.

PUB DATE- 7 Aug 90
NOTE- 10p.; Paper presented at the International Association of
  Universities General Conference (9th, Helsinki, Finland, August
  5-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Adjustment (to Environment); *College Role; Developing
  Nations; *Economic Development; Educational Change; Educational
  Policy; Foreign Countries; Higher Education; Institutional
  Autonomy; *Institutional Mission; Models; Public Policy; *Public
  Service; *Science Education; *Technological Advancement;
  Universities
IDENTIFIERS- Chile

The mission of the university is fundamentally to interpret, create, and transmit culture and science. The historical development and the needs of the community condition and orientate the university in its task. A rational application of science and technology will contribute to the resolution of many of today's serious problems. A direct relation exists between scientific and technological progress and economic growth. Transference of science and technology to underdeveloped nations, however, is not in itself sufficient to quickly solve their numerous economic and social problems. Real development is possible only if the countries become trained to use the science and technology and introduce deep changes in economic and social systems. Knowledge and techniques developed abroad must be appropriately assimilated into the scientific and cultural pattern of the receiving country. In Chile, the greatest part of scientific and technological capacity is found in universities. It is necessary to establish an international university that authoritarian regimes cannot impoverish. Actions undertaken to inhibit the natural and normal tasks of universities should be condemned. (JDD)

ED 325 080 IR 014 665

New York State Library, Albany.; State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.

Technology and the Research Environment of the Future. The Impact of the Information Science Revolution on the Research Environment of the Future. Proceedings of Three Seminars (Albany, New York, September 15, 1987, February 2, 1988, and May 6, 1988).

PUB DATE- Feb 89
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Computers; *Futures (of Society); *Information Networks; Information Science; *Information Technology; Integrated Library Systems; Lasers; *Organizational Objectives; *Research and Development; *Telecommunications

In a series of three half-day seminars, scientists from AT&T Bell Laboratories, IBM (International Business Machines), and the Corporation for National Research Initiatives described current research in materials science, computing, and networking with implications for scholarly communication in the future. The audience for the seminars included public administrators, educators, information professionals, researchers, and representatives from other professions whose common bond is the use or support of information for research. It is noted that the laboratory investigations of 20 years ago--in laser phenomena, light-conducting media, digital data organization and transmission, ceramic properties, to name just a few areas--are now commonplace in the technology of fiber optic networks, satellite communications, packet switching, microminiaturization, and other transformations of the methods and environment of our work. It is the assumption of the conference series that current research will just as profoundly alter the future. This report addresses organizational, financial, facilities, and personnel policy responses to the challenge posed by the information science revolution in the conduct and management of research. (DB)

ED 325 110 IR 014 713

Boone, Randy, Ed.
International Council for Computers in Education, Eugene, Oreg.
Teaching Process Writing with Computers.
PUB DATE- 89
NOTE- 162p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; Elementary Secondary Education; Keyboarding (Data Entry); *Language Arts; *Teaching Methods; *Word Processing; *Writing (Composition); *Writing Instruction

This collection of articles focuses on the use of word processing software programs as instructional tools for students learning writing composition. Section 1 discusses the use of word processors as a composition tools within the process model of writing instruction and includes articles entitled "Should Students Use Spelling Checkers?," "A Recipe to Encourage Revision," "Six Directions for Computer Analysis of Student Writing," "Desktop Publishing: More Than Meets the Eye," and "Writing with Word Processors for Remedial Students." Section 2 focuses on lesson ideas, providing detailed practical applications for using computers in the context of the process approach to teaching writing. Articles include "The Computer as a Writing Tool," "Creating Writing Lessons with a Word Processor," "A Family Writing Project," "Writing Skills with Write On!," and "Reading and Writing Interactive Stories." The three articles in section 3 discuss whether and how keyboarding skills should be taught. Section 4 provides reviews of 15 software packages and two articles, "Creating Software for Classroom-Specific Needs," and "Computer Use in the IBM 'Writing to Read' Project." Section 5 contains two additional articles that are suggested reading for those interested in computers and writing instruction. A 101-item bibliography concludes the notebook. (DB)

ED 325 223 PS 019 152

Mitchell, Anne W.

Program Expansion as a Vehicle for Improving the Preparation and Professional Development of the Early Childhood Workforce.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Rockefeller Bros. Fund, New York, N.Y.

PUB DATE- Nov 90

NOTE- 10p.; Paper prepared for the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Agency Role; Early Childhood Education; *Educational Quality; *Federal Legislation; *Federal Programs; Guidelines; *Professional Development; Program Development; Supply and Demand; *Teacher Education; Teacher Salaries

IDENTIFIERS- CDA; Child Development Associate; *Family Support Act; *Project Head Start; Regulatory Programs

In general, the preparation and professional development of the early childhood work force is affected by three conditions: demand for quality, the operative fiscal and regulatory environment, and compensation. If all the conditions were right, the system would work. In reality, these conditions, and therefore the preparation and professional development that depend on them, vary considerably depending on the settings, the age ranges of children served, and the programs associated with the funding streams that support early childhood programs. Head Start is an example of a system in which demand, regulation, and compensation are addressed, though not with equal emphasis. The planned expansion of Head Start to all eligible children will put stress on this system. In addition, program expansion fueled by the Family Support Act (FSA) has the potential to affect preparation and staff develoment throughout the child care community, both in and outside of the traditional regulatory arena. This is due to FSA's expansion of the forms of "legitimate" child care to include forms not currently regulated. While the obvious direct ways to improve the quality of child care are not considered allowable expenses under the FSA, the act nevertheless offers unique opportunities to affect the conditions that constrain the preparation and development of the work force. (RH)

ED 324 879 EC 232 424

Gampel, Ezra S.

Differences between Workers on Different Shifts in Rating of Client Skills.

PUB DATE- May 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Patterns; Children; Cues; Daily Living Skills; Institutionalized Persons; *Interrater Reliability; *Mental Retardation; Perception; *Performance Factors; *Prompting; Residential Institutions; *Self Care Skills; Staff Role; Time Management
IDENTIFIERS- Intermediate Care Facilities

The study sought to determine if there are differences between shifts of workers in Intermediate Care Facilities in their ratings of the daily living skills of mentally retarded residents, and whether these differences reflect actual differences in performance by the residents. Staff were interviewed concerning the level of prompt required to complete the basic targeted Activity of Daily Living Skills. The results indicated that the 38 clients were rated differently over half the time by workers on morning shifts versus those on evening shifts. Observation of clients on both the morning and evening shifts found that the level of performance stated by the workers was an accurate reflection of the client level of performance. Thus discrepancies between shifts were not just perceptual but reflected the different environments reflected by the two time periods. Different client skill levels appear to be related to the demand characteristic and differential cuing that each time period has. During the morning shift, there are severe time demands to have clients ready for transportation to their programs. Tasks are concentrated into a short period, and cues, such as the cue to self-toilet, are more effective. Implications are outlined for generalization of skills to different stimulus situations. Includes five references. (JDD)

ED 324 894 EC 232 628

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.
Youth Categorized as Learning Disabled, Statistical Almanac, Volume 2. The National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 287p.; For related documents, see EC 232 627-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; *Learning Disabilities; Longitudinal Studies; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 1,191 students with learning disabilities (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study and describes the research methodology used. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 909 FL 018 868

Martinez-Dauden, Gemma; Llisterri, Joaquim
Phonetic Interference in Bilingual Speakers Learning a Third Language: The Production of Lateral Consonants.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Speech); Bilingualism; College Students; Comparative Analysis; *Consonants; Foreign Countries; French; Higher Education; *Interference (Language); Language Research; Language Styles; Linguistic Theory; Males; *Multilingualism; *Phonetics; Questionnaires; Second Language Learning; Spanish; Uncommonly Taught Languages; Young Adults
IDENTIFIERS- *Catalan; *Spain (Catalonia)

A study examined the production of lateral consonants in seven male university students bilingual in Spanish and Catalan who had studied French in elementary and secondary school. A questionnaire elicited information about the subjects' use of each language with parents, with friends, at home, and in school. Each subject then read a 775-word text in French. Acoustical analysis of the recorded speech revealed the incidence of velarized (typical of Catalan) and non-velarized (typical of Spanish and French) lateral consonants. Results indicate that the production of lateral consonants in French tended to be the non-velarized variety found in French and Spanish. However, comparison of these results with those of other studies suggests that the context in which Spanish and Catalan are learned may be an important factor in phonetic transfer or interference. (MSE)

ED 324 972 FL 018 964

Willetts, Karen F.; Short, Deborah J.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Planning Middle School Foreign Language Programs. ERIC Digests.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Articulation (Education); Elective Courses; *Middle Schools; *Program Descriptions; Program Design; Program Implementation; Required Courses; *Second Language Instruction; *Second Language Programs
IDENTIFIERS- ERIC Digests
This digest highlights the planning phase of developing and implementing middle school foreign language programs, focusing particular attention on program types and criteria for selecting an appropriate program. Specific issues addressed include the following: (1) Which language or languages should be taught? (2) At what grade level should foreign language instruction begin?; (3) Should the foreign language courses be required or elective, and, if elective, should only certain students be enrolled?; (4) What is the optimal frequency and allocated time for a foreign language course?; (5) Which type of foreign language program should be offered? and (6) How can program articulation be established and maintained? (VWL)

ED 325 064 HE 023 987

Matkin, Gary W.
Technology Transfer and the University.
PUB DATE- Oct 90
NOTE- 329p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; College Role; Economic Development; Higher Education; Information Transfer; Marketing; Patents; *Research and Development; *Research Universities; School Business Relationship; *Teacher Attitudes; *Technology Transfer

The commercialization of university research and the growing importance of technology transfer is examined through discussing and comparing the history of technology transfer and its organization in four major American research universities: University of California, Berkley; Massachusetts Institute of Technology; Stanford University; and Pennsylvania State University. The historical development of these activities is considered, as well as the settings and academic cultures in which they exist today, the changes they have brought to the universities, and the responses made by the universities to those changes. Activities covered include patent policy and administration, university ownership of equity in research-based companies, industrial liaison programs, continuing education, and university contribution to community and state economic development. Surveys are described that provide faculty responses to each of these activities as well as to the changes brought about by technology transfer. Also included are models applicable in other institutions and a schema for effective planning. Finally, a description is provided of past and present technology transfer activities, the issues they raise, and the implications these issues have for the future of American universities. References are included with most chapters. Includes an index and numerous tables, figures, and exhibits. (GLR)

ED 325 096 IR 014 686

Dow, Caroline; Covert, Douglas C.
Computer Pure-Tone and Operator Stress: Report III.
PUB DATE- 12 Aug 90
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Minneapolis, MN, August 12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; *Females; *Noise (Sound); *Productivity; Psychological Studies; Psychophysiology; Sensory Experience; *Sex Differences; *Stress Variables; *Video Display Terminals

Pure-tone sound at 15,750 Herz generated by flyback transformers in many computer and video display terminal (VDT) monitors has stress-related productivity effects in some operators, especially women. College-age women in a controlled experiment simulating half a normal work day showed responses within the first half hour of exposure to a tone generator-created pure-tone. Overall productivity decreased 4.47% in the first half hour and 8.18% in the second hour. Effects of the tone varied with time in the menstrual cycle, high estrogen levels further decreasing performance. Control and experimental groups (N=100) were analyzed. These findings make a direct link between a specific attribute of VDTs and stress symptoms reported in workplace health studies. Because women hear frequencies one to three kiloHertz higher than men and find sounds "too loud" at half the loudness men tolerate, they are more at risk for these stress symptons. (32 references) (Author/DB)

Gardner, Jeffrey J.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

Strategic Plans in ARL Libraries. SPEC Kit 158.

PUB DATE- Oct 89
NOTE- 166p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Change Strategies; Evaluation Criteria; Futures (of Society); Higher Education; Library Facilities; Library Personnel; *Library Planning; Library Services; *Library Standards; Mission Statements; *Organizational Objectives; Research Libraries; Technological Advancement
IDENTIFIERS- *Strategic Planning

The seven reports in this collection address strategic planning for change in academic and research libraries. An overview is provided in the introduction, which discusses elements of the strategic planning process; library values and operating philosophy; a vision for the library of the future; environmental analysis; assessment of current library performance; action planning and implementation; issues related to strategic planning; and future challenges relating to changes in technology, the publishing industry, and higher education. The major part of this document is made up of reports from seven Association of Research Libraries member libraries; i.e., preliminary planning reports from the University of Arizona, the University of Michigan, and the University of Wisconsin; library strategic plans from the Library of Congress, Massachusetts Institute of Technology, and Ohio State University; and strategic/action plans from the University of California (San Diego). A list of 15 selected readings is provided. (SD)

ED 325 167 JC 900 566

Lillibridge, Fred
El Paso Community Coll., Tex.
Evaluation Plan and Survey Instrument for Office of Institutional Research, El Paso Community College.
PUB DATE- Aug 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; College Administration; Community Colleges; Evaluation Criteria; *Evaluation Methods; *Institutional Research; Program Effectiveness; *Program Evaluation; Questionnaires; Research Problems; Research Utilization; *Self Evaluation (Groups); Two Year Colleges

In an effort to review the effectiveness and the impact of the Office of Institutional Research (OIR) at El Paso Community College (EPCC) and to identify and report any significant problems with the quality of service being provided to the college president and other key policy and decision makers, an evaluation plan and survey test instrument were developed. Specifically, the evaluation would seek to answer the following key questions: (1) What is the impact of the OIR? (2) Does the office provide analytic studies and services that contribute in a positive way to a quality educational environment? (3) How effective is the operation of the office? (4) Does the office do needed studies or provide needed services? and (5) Does the office have necessary resources available to do such tasks and provide such services? Data collection for the study will involve extensive personal interviews with those directly involved with institutional research, brief personal interviews with senior managers, group brainstorming interviews with staff members having knowledge of or contact with institutional research, and mail surveys of decision makers on the OIR mailing list. This evaluation plan includes the following: a review of the OIR's purpose and clients served; a description of the purpose of the evaluation, the audience for whom the evaluation will be conducted (e.g., the director of the OIR, and the president of the college); data collection procedures and timetables; the names and titles of the individuals to be surveyed and interviewed; data collection and analysis procedures; the reporting strategy; and a copy of the 68-item test instrument. (JMC)

ED 325 208   PS 019 102

Falco, Mathea
Carnegie Council on Adolescent Development, Washington, DC.
Preventing Abuse of Drugs, Alcohol, and Tobacco by Adolescents.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jun 88
NOTE- 75p.; For related papers, see ED 323 017-023 and PS 019
  100-101. Paper commissioned for the Meeting of the Carnegie
  Council on Adolescent Development (June 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; Federal Legislation;
  *Federal Programs; *Intervention; *Mass Media Role; Outcomes of
  Treatment; *Prevention; *Public Policy; Smoking; State of the Art
  Reviews; *Substance Abuse; Supply and Demand
IDENTIFIERS- *Legal Status

From the mid-1960s until 1980, adolescent drug use rose sharply. Although use has declined somewhat since, adolescent cocaine use remains at peak levels, and crack presents a major threat. Treatment for compulsive drug or alcohol use is needed by 5 to 15 percent of the teenagers who experiment with drugs and alcohol. Drug abuse experts now believe that reducing demand for drugs through education and prevention programs is the most promising strategy for combatting drugs. However, past prevention and education efforts have generally proved unsuccessful in reducing substance use. Reaching adolescents who have dropped out of school and are at highest risk for substance abuse is extremely difficult. During the past 6 years, federal drug policy has emphasized supply control. The Anti-Drug Abuse Act of 1986 represents an important first step in developing a comprehensive, well-funded national response to the drug problem. However, a cabinet-level office is needed to lead and coordinate agencies and insure the implementation of a comprehensive, coherent national strategy. Citations number 92. (RH)

ED 325 238 PS 019 185

Montclair State Coll., Upper Montclair, N.J.
Head Start Nutrition Education Curriculum.
SPONS. AGENCY- Administration for Children, Youth, and Families
 (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 89
NOTE- 386p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
 Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Compensatory Education; Educational
 Objectives; Guidelines; Instructional Materials; *Learning
 Activities; *Lesson Plans; *Nutrition Instruction; Parent
 Participation; Preschool Education; Teaching Methods
IDENTIFIERS- *Project Head Start

This multidisciplinary preschool nutrition education curriculum was written for use in the instruction of 3- to 5-year-olds in the National Head Start program. Introductory notes on cooking experiences for Head Start children and suggested menus for young children are followed by nine units. The curriculum incorporates a variety of teaching techniques and learning experinces which allow for flexibility and easy adaptation. Lessons are detailed enough to allow individuals with no formal teaching experience or nutrition training to present worthwhile nutrition education activities. Lessons can be easily modified to match the capabilities of nearly all preschoolers. Many lessons encourage parent involvement and are enhanced by parent participation. All lessons provide background information, guidelines for conducting the program, and lists of resources. This curriculum is self-contained; no other materials, except art supplies, food, and food preparation equipment, are needed. A list of 269 references, including preschool curricula, books for preschoolers, materials for teachers and parents, and audiovisual materials for preschoolers, teachers, and parents is appended, as is a list of sources of inexpensive nutrition education teaching aids. (RH)

ED 325 254 PS 019 226

Gnezda, M. Therese; Smith, Shelley L.
National Conference of State Legislatures, Denver, CO.
Child Care and Early Childhood Education Policy: A Legislator's Guide.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Mar 89
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Case Studies; *Day Care; Day Care Centers; *Early Childhood Education; Economic Factors; *Educational Policy; Employed Parents; Family Characteristics; Family Day Care; *Family Programs; *Financial Support; Guidelines; Outcomes of Education; Preschool Education; *State Programs
IDENTIFIERS- Massachusetts; Regulatory Programs; Washington

This book discusses state child care and early childhood education policies, particularly their relationship to the economy. It provides a framework for policymakers who are deliberating child care and early childhood education policies; outlines the range of recent state legislation; describes initiatives of Massachusetts and Washington; and suggests ways of integrating child care and early childhood education policy approaches on the state level. State child care policies have been implemented for the purposes of reducing the cost of child care; contributing to the expansion, accessibility, and quality of child care; and providing support to parents in education and training programs. State funding of early childhood education has grown considerably over the past decade. But in most cases, state implementation of early childhood education programs is limited in scope and takes the form of half-day programs. State early childhood education programs seldom provide comprehensive services. Recently enacted state legislation illustrates an emerging trend toward expanded services. State policymakers are considering potential benefits of expanding child care and early childhood education policies under a comprehensive approach to a state's economy. Two tables provide state-by-state information on regulation of child care centers and family day care. Citations number 88. (RH)

ED 324 851 EC 232 196

Stephens, Susan A.; And Others
Decision Resources Corp., Washington, DC.; Mathematica Policy Research, Princeton, N.J.; Minnesota Univ., Minneapolis.; Temple Univ., Philadelphia, Pa. Inst. for Survey Research.
The Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities. Volume I: Overview.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Jan 90
NOTE- 224p.; For volumes 2-5, see EC 232 197-200. Tables I.1-III.25 contain small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Case Studies; Change Agents; *Day Programs; *Disabilities; Educational Change; *Educational Improvement; Educational Practices; Elementary Secondary Education; Institutional Role; National Surveys; Program Improvement; Residential Institutions; *Residential Programs; *School Districts; Special Education; Special Schools; *State Departments of Education
IDENTIFIERS- Education for All Handicapped Children Act

The purpose of this study was to carry out the mandate of the Education of the Handicapped Amendments of 1983 and 1986 which called for an analysis and evaluation of the effectiveness of procedures undertaken by state education agencies, local education agencies, and intermediate educational units to improve programs of instruction for handicapped children and youth in day or residential facilities. The facilities on which the study focused are those described as "separate"; i.e., residential or day facilities exclusively serving handicapped persons in buildings physically separate from those for their nonhandicapped peers. Research questions specifically addressed were: (1) What are the current number and characteristics of such facilities? (2) What types of educational opportunities and related services do children in these facilities receive? (3) What have been the patterns of change in these facilities? and (4) What factors have affected the practices of facilities and patterns of change? A survey was conducted of 2,580 facilities, from which total 1,941 replies were received for a response rate of 75%. Additionally, data were gathered from 50 special education divisions of state education agencies, including the District of Columbia (one state failed to respond); and case studies were conducted of eight state education agencies and of three facilities within each state. An extended summary of findings, which comprises the remainder of this volume, is organized into three sections: (1) a national profile of separate facilities; (2) a review of state special education procedures that can influence separate facilities; and (3) an analysis of changes at separate facilities since the passage of Public Law 94-142 and the factors associated with those changes. Findings show that separate facilities have noted such changes as increased individualized program planning and evaluation, increased parental involvement, and to some extent, more opportunities for interaction with nonhandicapped peers. Changes in social expectations about the developmental potential and life contributions of handicapped persons have led to increased emphasis on life skills training, vocational training, and transition planning. State education agency procedures have played a significant role in fostering change at separate facilities, especially through setting regulatory standards, offering technical assistance, and monitoring compliance. Several avenues for further resarch are suggested. Includes 23 references. (JDD)

ED 324 925 FL 018 898

Berube, Barney
Maine State Dept. of Educational and Cultural Services, Augusta. Curriculum Div.

Data Collection Report on Language Minority Children.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 172p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Elementary Education; Elementary Secondary Education; *English (Second Language); *Enrollment Rate; Enrollment Trends; Geographic Distribution; Grade 4; Grade 8; Grade 11; Minority Groups; Refugees; School Districts; State Surveys; *Student Characteristics; Trend Analysis
IDENTIFIERS- *Maine

This report presents statistical data on the characteristics, distribution, enrollment rate, and academic achievement of language-minority children in Maine. The report contains three parts: (1) summative data on the total numbers of K-12 English monolingual and bilingual children in the state, private and public school survey return rates, distribution of minority languages spoken by school-age children, high concentration areas of language minority children, and trends in refugee enrollment; (2) a chart summarizing low-incidence school district enrollments, support program enrollments, and training needs; and (3) results of the 1988-89 and 1989-90 statewide educational assessments of the academic achievement of language-minority children in grades 4, 8, and 11, with interpretation. In addition, a substantial appendix consisting of individual school district reports and published under separate cover is also included in this document. (MSE)

ED 324 940 FL 018 922

Timpe, Eugene

Which Languages Are Going To Be of Most Importance for Business by the Year 2000.

PUB DATE- 89
NOTE- 12p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Educational Needs; Futures (of Society); Global Approach; Higher Education; *International Trade; *Language Role; *Languages for Special Purposes; Second Language Instruction; *Second Language Learning; Trend Analysis; Uncommonly Taught Languages

Objective and subjective analysis of trade trends, political and economic developments, and the anticipated effects of world-wide energy policies suggest that certain languages will become central to future international trade. Three language categories emerge, in descending order of importance. The first includes languages of the Orient: Japan, China, and very possibly Korea. The second group, French and German, are ranked high because of the opening of the European Community in 1992. The third group, which includes Spanish, Russian, Portuguese, and Italian, is less certain and will depend on the realization of the existing potential for trade. Despite these selections, it is also suggested that foreign markets are so large that proficiency in almost any language will be helpful for entry into international trade. The globalization that is already occurring in the economy assures that there is a need for individuals with knowledge of less commonly taught languages. (MSE)

ED 324 956 FL 018 941

Fjeld, Ruth Vatvedt
Readability of Legislative Texts and Public Information.

PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Foreign Countries; *Hearings; *Information Dissemination; Language Research; *Legislation; *Norwegian; Policy Formation; Public Administration; *Readability; Reading Research; Taxes; Technical Writing; Uncommonly Taught Languages
IDENTIFIERS- *Norway

A study investigated the readability of Norwegian law texts intended for both the legal profession and the public (e.g., laws regulating social insurance and public administration) that contained public information about tax payment. Six passages from the samples were rewritten by changing a number of specific morphological, lexical, and syntactic items. Four samples were rewritten in three versions, with changed lexical items, changed syntactic items, and changed lexical and syntactic items). The texts were presented to 28 well-educated, non-expert readers employed in government administration. Reading time for each version, controlled for individual reading speed, was measured. All versions were read by at least six readers. The readers were then asked content, comprehension, and structural questions about the passages. In the case of two texts, readers were asked for their opinions of the readability. Results indicate that for all of the texts, answers to content questions were best on the versions in which both lexical and syntactic items were changed. Results for other adapted versions and for reading time are less clear. Results of a computer analysis of the original texts' item frequency and distribution suggests a mixed writing style that probably does not contribute to readability. (MSE)

ED 325 035 HE 023 952

Moss, Gary; Cockriel, Irvin W.

Graduates' Reasons for Choosing To Attend Religious and Public Colleges.

PUB DATE- Oct 90
NOTE- 18p.; Paper presented at the Hardin-Simmons University Centennial Symposium "The Future of Church-Related Colleges in American Society: Role and Effect" (Abilene, TX, October 17-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; *Church Related Colleges; *College Choice; Comparative Analysis; *Decision Making; Higher Education; National Surveys; Parent Influence; Private Colleges; Private Education; *Public Colleges; Religious Education
IDENTIFIERS- American College Testing Program Alumni Survey

This study investigated reasons for college choice as detected by the American College Testing (ACT) Corporation's "ACT Alumni Survey." The data were compiled between January 1980 and May 1988 from 172 colleges and universities throughout 42 states, with 77,361 alumni responding. Responses indicated significant differences in the reasons given by persons who chose religious colleges compared to those who had attended public institutions. These differences remained even when religious colleges were compared to public colleges and to private nonreligious colleges of comparable size. The differences included a larger parental influence in choosing a religious college and the perceived importance of social atmosphere. Location was found to be less important for religious schools than for either public or other private colleges. In addition, the survey detected distinct differences as to why people choose religious colleges of different sizes, such as differences in social atmosphere and types of programs available. Includes 26 references. (JDD)

ED 325 139   IR 053 339

New York State Library, Albany. Div. of Library Development.
The New York State Public Library Service Minimum Standards. Recommended by the Committee on Minimum Public Library Standards for New York State.
PUB DATE- Aug 88
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; *Library Administration; Library Collections; Library Education; Library Personnel; Library Planning; *Library Role; Library Services; *Library Standards; *Organizational Objectives; *Public Libraries; State Programs; User Needs (Information)
IDENTIFIERS- *New York

In 1987, the Regent's Advisory Council on Libraries and the New York State Library Division of Library Development appointed a Committee on Minimum Library Standards for New York State to review and revise existing standards for public libraries, taking into consideration the Board of Regents policy on libraries. This report explains the committee's 10 minimum standards for each chartered and registered public and association library in New York State, which recommend that each library have: (1) written bylaws outlining the responsibilities of the library board of trustees; (2) a long-range plan of service and annual reports; (3) board-approved operations policies; (4) an annual budget available to funding agencies; (5) a New York State certified library director; (6) an up-to-date library collection to meet community needs; (7) a specified number of hours to be open weekly; (8) a facility to meet the community's needs; (9) equipment to facilitate access to information; and (10) printed materials available to users about the library's services. The report also outlines the implementation process for the standards, and an outline of the work done by the committee since March 1987. Appendixes address bylaws, public library roles, personnel policies, and existing regulations related to standards for public libraries. (12 references) (SD)

ED 325 153   JC 900 546

Clagett, Craig A.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
Alternative Calculations of a Community College Transfer Rate. Research Brief RB91-3.
PUB DATE- Aug 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Persistence; Articulation (Education); Attendance Patterns; College Credits; *College Transfer Students; *Community Colleges; *Enrollment Trends; Full Time Students; Graduation; Student Attrition; *Student Educational Objectives; Two Year Colleges

Determining "what percentage of community college students transfer" requires clarification of such questions as which students should be included in the calculation, how many hours should the student earn at the community college before transferring, and how long should the students be followed. At Prince George's Community College, transfer rates were calculated for 1984 entering students whose stated goal was to transfer, students who were enrolled in transfer degree programs, full- and part-time students, and program graduates. Study findings included the following: (1) 27% of PGCC's fall 1984 entrants had transferred to a senior institution by spring 1988; (2) of those who had earned at least 12 hours at PGCC, the transfer rate was 36%; (3) 65% of those students earning at least 12 hours at PGCC with transfer as their goal had transferred within 4 years of PGCC entry; (4) this rate increased to 73% for those who attended PGCC full time; (5) students who completed at least 12 hours at PGCC, attended full time in a transfer curriculum, and had a transfer goal had a 74.3% transfer rate; (6) PGCC program graduates had a 59% transfer rate; and (7) nearly 77% of those who graduated from PGCC transfer programs and had transfer goals had transferred, compared to a statewide average of 82%. (GFW)

ED 325 194   JC 900 602

Lyons, J. Doyle
New River Community Coll., Dublin, Va.

Success of Community College Students Completing Developmental Courses.

PUB DATE- Nov 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Basic Writing; Community Colleges; Comparative Analysis; Developmental Studies Programs; *English Instruction; *Grades (Scholastic); *Mathematics Instruction; Outcomes of Education; Program Effectiveness; *Remedial Instruction; *Remedial Mathematics; Screening Tests; Sequential Learning; Student Development; Student Placement; Tables (Data); Two Year Colleges

Upon entry to New River Community College (NRCC), placement tests are administered to students enrolling in curricula and to students enrolling in English and mathematics classes. Based on preestablished cutoff scores on the placement tests, students are advised by counselors to take appropriate courses. In 1990, NRCC tracked students from developmental courses into the next logical course (non-developmental "target" course). Spring 1990 target course grades were compared based on students' prior developmental course work. The following results were obtained: (1) students passing the first developmental English course did as well in the second developmental English courses as did those students who did not take the first course; (2) overall, students who passed developmental English courses did better in the next non-developmental English course than students who had not taken the developmental English classes, although developmental students had a 9% higher rate of D's and F's than non-developmental students; (3) students passing the first developmental mathematics courses did almost as well in the second developmental mathematics courses as students who did not take the first developmental course; and (4) students who passed developmental mathematics courses did not do as well in the non-developmental mathematics target courses as did students who had not taken developmental mathematics. Detailed data tables of results are presented. (JMC)

ED 324 864   EC 232 409

Czaja, Carol F.

An Approach to Multi-Level Planning and Policy for Children Who Are Medically Fragile and Profoundly Retarded.

PUB DATE- Apr 90

NOTE- 25p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ancillary School Services; *Delivery Systems; Due Process; Early Childhood Education; Early Intervention; Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal Aid; Laws; *Legal Responsibility; Medical Services; Models; Multiple Disabilities; Physical Disabilities; Public Education; Public Schools; School Funds; Severe Disabilities; *Severe Mental Retardation; *Special Health Problems

IDENTIFIERS- *Education For All Handicapped Children Act; Education of the Handicapped Act Amendments 1986; Medically Fragile

An increasing number of children who are both medically fragile and profoundly retarded are living to reach school age due to advanced medical technology. The provisions of Public Law 94-142 the Education for All Handicapped Children Act, bring these children within the domain of public education. A major question concerns what service delivery models should be used to meet the needs of the target population; the answer to this question requires a closer look at Public Law 94-142 itself, while the law does not speak directly to the population of concern; it does offer two important features: (1) it provides the obligatory force to program for all children regardless of severity; and (2) it sets in place a framework within which such programming may be developed. Summarily, it can be said that the public education system is the central agency for services to school aged children. It has a value-positive place in the social structure; it eliminates stigma; and it represents the legally-mandated least restrictive environment. Hence it may be reasonably considered as the basis of a service model for the children under study. Another advantage is that it means that a source of monies and a method of dissemination are already in place. In developing new guidelines for the particular children of concern, attention must be paid to provision of funds to meet the "related services" needs of this population. The spirit of commitment to the education of all children and to early intervention expressed by Public Law 94-142 and 99-457 must be matched by policy, or the educational agencies and the population of concern will be left in a position of vulnerability. Following the text a framework for proposed system changes is presented in the form of an Individual Education Plan. Contains 24 references. (KM)

ED 324 973 FL 018 985

Kester, Donald L.
Los Angeles County Office of Education, Downey, CA. Div. of Evaluation, Attendance, and Pupil Services.
Bridging the Gap: A Sheltered Approach to Language Acquisition and Academic Success in the Six Middle Schools of Torrance Unified School District. First Evaluation Report (1988-1989).
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 96p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Asian Americans; *Bilingual Education Programs; English (Second Language); Intermediate Grades; Junior High Schools; *Limited English Speaking; Material Development; Middle Schools; Parent Participation; Program Descriptions; *Program Evaluation; Staff Development; *Transitional Programs
IDENTIFIERS- Torrance Unified School District CA

This report describes the first year of a 3-year transitional bilingual program for Chinese, Japanese and Korean middle school students in the Torrance Unified School District. The program focused on four specific areas: student instruction, staff development, materials, and parent involvement/education. Project students, once identified, were served by a school staff that included English as a Second Language, social science and science teachers, and bilingual instructional assistants. Students were tracked in the areas of retention, attendance, and placement in special programs, and records of student work were kept. Materials had been located, developed, or were under development for all languages, and staff underwent specialized inservice training. Certain objectives of the program, however, had not been attained--more progress was needed in the areas of cultural events, increasing and measuring student self-esteem, and informing parents of school activities. (JL)

ED 324 988 HE 021 039

California State Commission for the Review of the Master Plan for Higher Education, Sacramento.

The Master Plan Renewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education. Background Papers.

PUB DATE- 31 Aug 87

NOTE- 178p.; For related documents, see HE 021 037-038.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - General (140) Collected Works - General (020)

DESCRIPTORS- College Faculty; *Educational Demand; *Educational Finance; Educational History; Educational Trends; Equal Education; Governance; *Higher Education; *Long Range Planning; Master Plans; Postsecondary Education; Private Colleges; Role of Education; *Statewide Planning; *Vocational Education

IDENTIFIERS- *California

This document contains eight background papers developed by staff of the California Commission for the Review of the Master Plan for Higher Education. Papers have the following titles: "Early Studies of Postsecondary Education in California"; "The Demand for Postsecondary Education in California to the Year 2000"; "Financing Postsecondary Education in California"; "What Postsecondary Education Offers in California"; "The Governance of Postsecondary Education in California"; "What is the Private Sector?"; "Who Are the Faculty and Staff of Postsecondary Education in California?"; and "Vocational Education and Employment Training in California." References accompany each paper. (DB)

ED 325 003 HE 023 899

Seldin, Peter; And Others
How Administrators Can Improve Teaching: Moving from Talk to Action in Higher Education.
PUB DATE- 90
NOTE- 219p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrator Role; *Change Strategies; Classroom Research; *College Administration; College Faculty; Department Heads; Educational Environment; Higher Education; *Instructional Improvement; Leadership; Program Evaluation; *Teacher Effectiveness

This collection of 11 papers focuses on the strategies and programs college administrators can use to effect changes needed to achieve teaching excellence. Most papers combine a review of the research and professional literature with the author's personal experience. The first part of the book examines the college and university climate and the way that climate affects the faculty, in two papers: "Academic Environments and Teaching Effectiveness" (Peter Seldin) and "Organizational Impacts on Faculty Morale and Motivation To Teach" (R. Eugene Rice and Ann Austin). The second part focuses on specific strategies for improvement and key changes needed to support and reward teaching. Part II has six papers: "Why Good Teaching Needs Active Leadership" (Madeleine Green); "The Department Chair as Change Agent" (Ann Lucas); "Assessing Teaching Effectiveness" (William Cashin); "Using Evaluative Information To Improve Instruction" (Robert Menges); "Classroom Research: Helping Professors Learn More about Teaching and Learning" (K. Patricia Cross); and "Linking Campus and State Initiatives" (Arthur Chickering and David Potter). Part III presents real-world examples and key recommendations in three papers: "Ichabod Crane Dies Hard: Renewing Professional Commitments to Teaching" (Harriet Sheridan); "Leadership in Action: A Campuswide Effort To Strengthen Teaching" (Robert McCabe and Mardee Jenrette); and "Summary and Recommendations for Academic Leaders" (Peter Seldin). References accompany the papers. (DB)

ED 325 019 HE 023 936

To-Dutka, Julia; Spencer, Sharon
Montclair State Coll., Upper Montclair, N.J.
Strengthening Humanistic Perspectives across the Curriculum: A Project Report .
SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- 90
NOTE- 141p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; College Curriculum; *Curriculum Development; Higher Education; *Humanistic Education; *Humanities Instruction; *Integrated Activities; Student Development; Teamwork; Theory Practice Relationship
IDENTIFIERS- Montclair State College NJ

Montclair (New Jersey) State College sought to develop a structure that would facilitate the strengthening of humanistic perspectives in its students and would enable students to see the connections between their academic studies and the complex aspects of the meaning of being human in a world that is increasingly fragmented. Six pairs of faculty members, with one member of each pair from a humanities discipline and one from a professional or pre-professional area, were selected for a project in which courses were revised or created to offer a humanistic perspective of the course content. Examples of course revisions and new courses stimulated by the interdisciplinary collaboration are described through course materials such as objectives, schedules, and reading lists. Pairings of disciplines included Spanish language and marketing, anthropology and health education, United States history and economics, public policies towards business, communications science/disorders and philosophy, ethics and biology, and speech/theatre and film studies. (JDD)

ED 325 050 HE 023 969

DiBiaggio, John
The Mission of the University--Addressing Issues of Universality, Diversity and Interdependence.
PUB DATE- 6 Aug 90
NOTE- 9p.; Paper presented at the International Association of Universities General Conference (9th, Helsinki, Finland, August 5-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); College Programs; College Role; *Cultural Differences; Educational Change; Educational Policy; Educational Quality; Equal Education; *Global Approach; *Higher Education; *Institutional Mission; *Social Change; Universities
IDENTIFIERS- *Interdependence; Michigan State University; *Universality

Rapid changes in science, technology, economics, and politics present great opportunities and even larger responsibilities to leaders in higher education. The concepts of universality, diversity, and interdependence are components of the mission of American universities. Many American universities are universal in two senses, in that they offer an all-encompassing range of subjects and disciplines, and serve a broad spectrum of people and society generally. The concept of diversity also has multiple meanings in the United States--it stands for the many avenues of entry to educational programs and also refers to the ethnic, racial, religious, and language diversity which characterizes American society. Michigan State University has launched a plan for achieving a new level of diversity and excellence, with 50 initiatives addressing quality of academic life, status, and opportunity for minorities, the handicapped, and women. In an era when so many critically important issues can only be dealt with on an international basis, the reality of interdependence can no longer be denied, especially concerning such issues as the environment, management of human diseases, search for energy alternatives, problems of hunger, and the control of terrorism. The reality of interdependence calls for new forms of cooperation among universities, such as joint research projects, increased networking, and collaboration among scientists. (JDD)

ED 325 081 IR 014 666

California State Dept. of Education, Sacramento.
Federal Education Programs: An Information Guide.
PUB DATE- 89
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Federal Aid; *Federal Programs; Financial Support; *Government Role; *Legislators; *State Departments of Education
IDENTIFIERS- *California

While the California State Department of Education (SDE) holds the primary responsibility for the success of the California educational system, the Federal Government also supports state and local educational activities. The intent of this document is to assist local educators in understanding federal education programs and communicating with the appropriate state and federal contacts. The guide includes the following sections: (1) "Federal Liaison Office" (FLO), which describes the role of FLO in SDE and on Capitol Hill; (2) "Contacting Members of Congress," which outlines methods for communicating with Congress and current education information sources; (3) "Federally Funded Programs," which describes major federally funded education programs and their current appropriations; (4) "Federal Budget and Appropriations Process," which briefly explains how the federal budget and appropriations process works, including the current budget timetable; and (5) "Congressional Members and Committee," which contains congressional members (specific to school district) and congressional committees. (DB)

ED 325 097   IR 014 687

Clark, Richard E.
Evaluating Distance Learning Technology.
PUB DATE- 23 May 89
NOTE- 20p.; Paper prepared at the invitation of the United States Congress, Office of Technology Assessment.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; *Delivery Systems; *Distance Education; Educational Objectives; *Educational Technology; *Evaluation Methods; *Instructional Material Evaluation; Questionnaires

In the past, distance learning evaluations have been conducted as afterthoughts and have relied heavily on reaction questionnaires, which are unreliable and nonrepresentative of the participants involved. Even when evaluations attempted to collect information about changes in student achievement, questions were asked that confused the separate contributions of delivery media, which provide access to learning resources, and instructional technology, which includes instructional design theories, teaching methods, and motivational strategies. More robust evaluation plans must be adopted in the future. Three features of a strong plan are: (1) evaluation should begin at the start of distance learning program planning, as an early commitment to evaluation will provide more useful information about the strengths of a program and allows changes to be made as the program develops; (2) evaluation plans should measure participant reactions as well as achievement of program objectives, and should collect both qualitative and quantitative data; and (3) cost-effectiveness of both distance learning delivery systems and instructional technology should be measured. Levin's "ingredients method" may be used, in which program ingredients such as personnel, facilities, equipment, and materials are listed and valued. (27 references) (DB)

ED 325 111 IR 014 714

Clark, Chris; And Others
Computer Learning Foundation, Palo Alto, CA.; International Society for Technology in Education, Eugene, OR.

Telecommunications in the Classroom.

PUB DATE- 89
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; *Electronic Classrooms; Elementary Secondary Education; Instructional Materials; *Lesson Plans; Nontraditional Education; Technological Advancement; *Telecommunications

This document is a resource guide for educators on using telecommunications in the classroom. The first chapter provides a brief history of telecommunications, describes what telecommunications is, and discusses its value in the classroom today. The second chapter discusses the parts of a telecommunications system and provides technical information, including the technical vocabulary needed to use telecommunications. The third section provides lesson plans for using telecommunications in the classroom. The plans were written by classroom teachers across the United States and Canada and selected as exemplary plans from entries received in the Computer Learning Month/ICCE 1988 Telecommunications Lesson Plan Contest. Each plan consists of a one-page summary of strategies for using computers and software in the classroom and includes the title, author, major objectives, grade level, materials checklist, time required, prerequisite student skills, activities and procedures, follow-up activities, and additional notes. The lesson plans include introductory lessons on telecommunications as well as language arts, mathematics/science, social studies, online research, and student dream projects. A chart is provided to aid in locating lessons by subject area and grade level. The final chapter lists telecommunications services and resources currently available, and a glossary of terms and an index are provided. (11 references) (DB)

ED 325 181 JC 900 583

Winter, Gene M.; And Others
State Univ. of New York, Albany. Office for Community Colleges.; State Univ. of New York, Albany. Two Year Coll. Development Center.
A Study To Identify Academic Personnel Replacement Needs in SUNY Community Colleges and Technical Colleges.
PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Aging in Academia; *College Faculty; Community Colleges; Employment Projections; *Personnel Needs; Questionnaires; School Statistics; State Surveys; Teacher Persistence; Teacher Recruitment; *Teacher Retirement; *Teacher Supply and Demand; Technical Institutes; Two Year Colleges
IDENTIFIERS- *New York

In 1990, a study was conducted of full-time faculty, deans, chairpersons, and academic administrators at the State University of New York (SUNY) community and technical colleges. The purpose of the study was to profile these groups and to identify future academic personnel replacement needs. A survey questionnaire mailed to SUNY's 30 community colleges and 6 technical and agricultural colleges, resulted in usable responses from 3,252 faculty members, 486 deans/chairpersons, and 78 administrators from the 36 colleges. The statewide full-time faculty response rate was 62%. A separate survey was sent to the institutional researcher at each college, requesting information on recent retirements to establish employment trends. Study results included the following: (1) faculty were 61% male and 92% white; (2) the master's degree was the highest degree held by 68% of the faculty; (3) 75% of the faculty reported being either extremely satisfied or quite satisfied with their position; (4) assuming the fulfillment of respondents' reported retirement plans, no growth, and a constant staffing ratio, faculty replacement needs by program were expected to range from 7% to 24% within 3 years, and from 16% to 57% by the year 2000; (5) SUNY administrators were 76% male and 86% white; (6) 25% of the administrators held master's degrees, 30% held doctorates of philosophy, and 32% doctorates of education; and (7) the replacement rate for administrators was expected to be 38% in the next 3 years. Recommendations for dealing with the need to replace more than half of SUNY's faculty and more than 75% of their administrators within the next 10 years are included. The survey instruments are appended. (JMC)

ED 325 209 PS 019 103

Kirkland-Holmes, Gloria; Federlein, Anne Cairns
Incorporating an African American Multicultural Self-Concept Building and Creative Arts Program into Your Class Curriculum.
PUB DATE- 21 Sep 90
NOTE- 18p.; Paper presented at the Annual Conference of the National Black Child Development Institute (Washington, DC, September 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Black Youth; Children; Childrens Literature; *Cultural Enrichment; Curriculum Enrichment; Elementary Education; *Elementary School Students; Family Involvement; Folk Culture; Guidelines; Learning Activities; Learning Centers (Classroom); *Multicultural Education; Parent Role; *Program Implementation; Report Cards; Self Concept; Teacher Role
IDENTIFIERS- *African Americans

The incorporation of an African-American, multicultural, self-concept-building, and creative arts program into the elementary school curriculum is discussed in this conference paper. Recommendations concern the relevance to African-American children of language and communication skills, mathematics, social studies, science, positive self-concept, African-American studies, self-concept development, creative arts and expression, and holidays. Other aspects of working with African-American students include use of body language, use of standard English, equal talking time, group learning, music in the classroom, and nonviolent conflict resolution. Appended to the text are: (1) suggestions for setting up a cultural enrichment program; (2) a list of cultural enrichment activities for parents; (3) a cultural enrichment program report card; (4) a bibliography of children's books about Africa, Africans, and Swahili; (5) a bibliography of folklore illustrating the cultural flow from Africa to the Caribbean, the American South, and Central America; (6) an annotated and indexed bibliography of children's literature for black youth; (7) a list of cultural enrichment activities in several curriculum areas; and (8) a list of ideas for learning centers that focus mainly on African-American themes. (RH)

Kinnear, Christine E.

School Performance, at Nine Years of Age, of Children Who Were "At Risk" as Neonates.

PUB DATE- Aug 88
NOTE- 21p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *At Risk Persons; Attention Control; Comparative Analysis; *Congenital Impairments; *Educational Needs; Elementary Education; Followup Studies; Foreign Countries; Infants; Neonates; Special Education
IDENTIFIERS- Australia

This study examined motor, academic, and behavioral performance of 38 nine-year-old Australian children who had been described as biologically "at-risk" from neonatal conditions. In addition to individual tests taken by subjects, school progress questionnaires were administered to teachers and parents. Subjects were found to require a greater amount of special education assistance than their classmates, and teachers rated them as having significantly more difficulty concentrating and following directions. Writing problems were also prevalent. Results indicated a need for attention to be given in areas of potential difficulty for these children and for specific teaching strategies to be learned to compensate for concentration and attention deficits which may be present. Since the "at-risk" category is quite broad, it is suggested that future research differentiate socioeconomic factors influencing the child's development in addition to neonatal impairments. Contains 22 references. (PB)

ED 324 910 FL 018 869

Tsiouris, Evanthia
Modern Greek: A Study of Diglossia.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; *Diglossia; Error Patterns; Foreign Countries; *Greek; *Interference (Language); *Language Planning; Language Research; Language Tests; *Mutual Intelligibility; Native Speakers; Official Languages; Reading Comprehension; *Standard Spoken Usage; Testing; Uncommonly Taught Languages
IDENTIFIERS- *Greece

A study of Greek speakers' ability to understand and produce two varieities of codes--Katharevousa (K) and Demotic (D)--is reported. The investigation was undertaken to provide evidence supporting or refuting the Greek government's decision to legislate Demotic as the official language of the country. A sample of 545 informants were tested with a reading comprehension test and a cloze procedure production test on three texts in either of the two variations. A significantly higher performance in favor of D indicated that D alone is the code that can function adequately as an effective means of communication, supporting the government's policy. In addition, the weakening of performance in K was found to be strongly evident in the poor performance of the subjects, based on the higher proportion and severity of errors committed. The pattern of interference appears to be in one direction only, from D to K. Based on these findings, it is concluded that any moves to reintroduce K are bound to result in failure. (MSE)

ED 324 941 FL 018 923

Rahilly, Leonard J.
Which Culture Shall We Teach?
PUB DATE- 89
NOTE- 15p.; In: Proceedings of the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (8th, Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Administration Education; Business Communication; *Cross Cultural Training; *Cultural Education; *Cultural Traits; Curriculum Development; Educational Needs; Foreign Students; Higher Education; Instructional Materials; *Languages for Special Purposes; *Relevance (Education); Second Language Instruction; Second Language Learning; *Social Values; Study Abroad

While language programs often include a cultural component as a requirement for language majors or as an option for other students, there is little agreement about the design of a civilization component for serious programs in languages for business. Although the traditional approach to cultural education is valid, a curriculum focusing on contemporary civilization carries more immediate meaning for the business language student. Defining the contemporary makeup of a foreign nation can be difficult and risks stereotyping, but may be approached by attempting to define national values and social forces. Some of the ways that programs in languages for business and the professions can develop interesting, informative, and stimulating courses include the use of the following: (1) the existing pool of international students as classroom resources; (2) foreign films as a medium for cultural study; (3) books that give overviews of the politics, education, values, and attitudes of another culture; (4) foreign newsmagazines and newspapers; and (5) study abroad. (MSE)

ED 325 065 IR 014 635

Gattiker, Urs E.; Hlavka, Angela
Computer Attitudes and Learning Performance: Issues for Management Education and Training.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrator Education; Attitudes; *Job Training; *Management Development; Microcomputers; Postsecondary Education; *Sex Differences; Surveys
IDENTIFIERS- *Computer Attitudes

This paper focuses on the relationship between trainees' attitudes and learning performance in computer courses. Based on the assumption that university graduates must be computer literate before entering the workforce, a study was conducted to examine how attitudes held before attending a computer course differed on the basis of gender, intention to purchase a computer, and ownership of a computer. A survey of 156 students who had enrolled in a required university computer literacy course yielded a 70% participation rate. The study revealed that gender and ownership of a computer were responsible for attitudinal differences, while intent to purchase a computer was not. Students who withdrew from the course during the semester and students in the course with lower ability both perceived the computer as increasing job complexity. Ownership of a computer eliminated almost all gender differences in computer attitudes. A discussion of the implications of these results for managers and future research concludes the paper, and 11 tables of statistical data are attached. (45 references) (DB)

ED 325 125 IR 053 321

Shaw, Suzanne J.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

Administration of Library-Owned Computer Files. SPEC Kit 159.

PUB DATE- Dec 89
NOTE- 147p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)Collected Works - General (020)
DESCRIPTORS- Cataloging; *Databases; *Information Management; Information Retrieval; *Information Storage; Instructional Materials; Library Acquisition; *Library Administration; Library Collection Development; *Library Instruction; Library Role; Library Surveys; Longitudinal Studies; Optical Data Disks; *Policy Formation

This document reports the results of a follow-up survey of 34 Association of Research Libraries member libraries which was conducted in 1989 to measure changes that had taken place in the administration of computer files (CF)--previously referred to as machine readable data files--since the original survey in 1984. It is noted that this survey purposely took a broader look at the topic, touching on all aspects from selection and acquisition through maintenance and preservation. The introduction begins by making a case for the library as the most appropriate place for storing and making such files available to users. It then summarizes the results of the current survey and briefly discusses several concerns voiced by survey respondents: (1) treatment of CF as any other format when acquiring and cataloging them is inappropriate; (2) the MARC bibliographic format for CF is inadequate; (3) preservation awareness is lacking; (4) the level of service is increasing; and (5) an overall view of CF is lacking. This kit contains the 1989 survey questionnaire and an analysis of the survey data, together with materials submitted by survey respondents. These materials include eight statements of policies and guidelines; two directories; two statements of cataloging policies and guidelines; two course descriptions; and six instructional guides. Institutions submitting materials were Colorado State University, Emory University, Indiana University-Bloomington, New York University, The Ohio State University, Rutgers-The State University of New Jersey, Stanford University, University of Florida, University of Houston, University of North Carolina-Chapel Hill, University of Southern California, and University of Toronto. (16 references) (SD)

Phillips, Carol Brunson
Delivery Systems.
PUB DATE- Nov 90
NOTE- 5p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Early Childhood Education; Guidelines; *Information Needs; *Teacher Education

The adequacy of current systems for preparation and training of early childhood teachers is considered. Although primary information sources provide no comprehensive data about early childhood teacher preparation programs, some features are known. A training profile of the work force was developed from data from the National Child Care Staffing Study. The Council for Early Childhood Professional Recognition obtained relevant data from the 1988 National Surveys of Child Development Associates. The Council also gathered some data directly from training systems, particularly postsecondary education institutions. Few conclusions about the adequacy of training systems to meet demand can be drawn from this information. There is some form of training in every state, and various forms of training have evolved and been accessed by caregivers employed in early childhood programs. This suggests that there may be a general framework for training. Whether the framework meets the demand depends upon whether demand is viewed from the perspective of the training required to get a job or from the perspective of the training needed to produce a truly qualified work force that exhibits the standards of the profession. Training system characteristics on which information is needed are charted. (RH)

ED 325 239 PS 019 186

Gertz, Linda M.; And Others

Family-of-Origin Characteristics and Current Family Relationships of Female Adult Incest Victims.

PUB DATE- Nov 90

NOTE- 15p.; Paper presented at the Annual Conference of the National Council of Family Relations (52nd, Seattle, WA, November 9-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adults; Child Abuse; Child Neglect; Comparative Analysis; Emotional Experience; *Family Characteristics; Family Problems; *Family Relationship; *Females; *Incest; Intimacy; Personal Autonomy; Sexual Abuse; Victims of Crime

IDENTIFIERS- *Family of Origin; Family of Procreation; Intergenerational Conflict; Intergenerational Transmission

Past and present family relationships of a sample of 40 women who were in treatment for childhood experiences of incest were examined. The majority of the women viewed their families-of-origin as generally unhealthy in regard to various dimensions of autonomy and intimacy. Current relationships with families-of-origin were characterized by less intimacy and more intimidation, triangulation, and fusion than in a normed group. Some of these patterns were also evident in the families-of-procreation of the women. The subjects perceived their families-of-procreation as disengaged, controlling, less active in events outside the family, conflict-ridden, and lacking in organization and emotional expressiveness. As measured by a circumplex model, a significant number of families-of-procreation were in the extreme range of family functioning. It is concluded that results shed light on the potential dysfunctional interaction patterns of incestuous families and the tendency of such patterns to be transmitted across generations. (Author/RH)

ED 324 895 EC 232 629

Valdes, Kathryn A.; And Others
SRI International, Menlo Park, Calif.

Youth Categorized as Emotionally Disturbed, Statistical Almanac, Volume 3. The National Longitudinal Transition Study of Special Education Students.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 288p.; For related documents, see EC 232 627-636.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Practices; *Education Work Relationship; *Emotional Disturbances; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 779 students (ages 13-21) with emotional disturbances. The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED 324 926 FL 018 899

Galatanu, Olga

L'analyse pragma-linguistique du discours pedagogique d'endoctrinement et de ses effets sur les jeunes en Roumanie avant 1990 (Pragma-linguistic Analysis of the Pedagogical Discourse of Indoctrination and of Its Effects on Youth in Romania before 1990).

PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; Educational Objectives; Foreign Countries; Higher Education; Linguistic Theory; *Political Influences; *Pragmatics; School Role; *Teacher Student Relationship; *Totalitarianism
IDENTIFIERS- *Indoctrination; *Rumania

A discussion of the mechanism of totalitarian indoctrination institutionalized in the Romanian educational system focuses on verbal interaction in school and school-related situations before the revolution of December 1989. Pragmatic analysis of the political language used in a variety of academic contexts (political science, political education, ideological instruction for political science teachers, political meetings, and politically-based student organizations) suggests that this language is characterized by the breaking of discourse rules at three levels: discourse, speech act, and textualization of discourse. Further, youth are manipulated by a process of engagement from the early school years. In the long run, these methods have proven ineffectual. It is the students who undertook the revolution and refuted the doctrine imposed by the dictatorship. The very manner in which the totalitarian discourse functions and the weakness of the manipulation strategies used in the academic situation are at fault for the failure. Defense mechanisms adopted by parents and teachers, such as cooperative academic and scholarly projects, have also been important, creating lines of communication and exchange parallel to those imposed by the authorities. (MSE)

ED 324 957 FL 018 943

Alberta Dept. of Education, Edmonton.
Provincial Assessment of Students in French Immersion Programs.
Special Report.
PUB DATE- Jun 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142)Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Standards; Elementary Education; English; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *French; Grade 3; Grade 6; *Immersion Programs; Language Arts; Second Language Programs; Social Studies; State Programs; *Student Evaluation; Student Participation; Testing Programs; Test Selection
IDENTIFIERS- *Alberta

This special report on the assessment of French immersion students in Alberta focuses on critical issues and methodological problems with testing methods. After an introduction, the second section gives an overview of these issues and problems. Issues discussed include the following: whether students instructed in French immersion programs should be assessed and results reported on a provincial basis; whether participation in the achievement testing program should be mandatory for this population; in what language the students should be tested; whether all students should be tested in the same language; whether achievement should be assessed using the same tests used in the regular achievement testing program; against what standards student achievement should be measured; and against what reference group student achievement should be compared. The third section reports on a 1989 study to address the effect of the test's language on achievement. In the study, grade 3 and grade 6 French immersion students took the social studies achievement test in either English or French. Results showed that students testing in French scored significantly lower than those testing in English. Section 4 presents some statistical data concerning identification of appropriate expectations for French immersion students. The final section draws conclusions and discusses future directions for policy-making. (MSE)

ED 324 989 HE 021 710

Advanced Technology, Inc., Reston, VA.; Westat, Inc., Rockville, MD.
Title IV Quality Control Study, Stage Two: Final Report. Executive Summary.
SPONS. AGENCY- Office for Postsecondary Education (ED), Washington, DC. Debt Collection and Management Assistance Service.
PUB DATE- Aug 87
NOTE- 64p.; For other volumes in this series, see HE 021 711, HE 021 713-714, and HE 021 716. For Stage One, see ED 271 061. Cover title varies slightly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Students; Educational Policy; Eligibility; *Error Correction; Higher Education; *Need Analysis (Student Financial Aid); Program Administration; Program Effectiveness; Program Evaluation; Program Improvement; *Quality Control; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Department of Education; *Student Assistance Amendments 1981

Stage Two of the Title IV Quality Control Project is an evaluation of quality of the United States Department of Education's major student aid programs. The study sought to identify, measure, and analyze error during the 1985-86 academic year in each of the five major Title IV programs, including the Pell Grant program, the Campus-Based programs (consisting of the Supplemental Educational Opportunity Grant, National Direct Student Loans/Perkins Loans, and College Work-Study programs), and the Guaranteed Student Loan program. This executive summary describes the major components of the study and discusses the methodology, the key findings, and key corrective action recommendations. The study found consistently high rates and magnitudes of error in each program. Student misreporting of application information is a major cause of these high levels of error. Institutional error also continues to be a problem. The project identified three major areas for quality improvement: simplification of the delivery process, including a reduction in the number of data elements required for needs analysis; institution-based quality control; and structural changes to the delivery systems to integrate functions among programs and to provide central control over delivery system activities. (JDD)

ED 325 020 HE 023 937

Brookfield, Stephen D.

The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom.

PUB DATE- 90
NOTE- 233p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Classroom Research; *Classroom Techniques; *College Instruction; *Discipline; Higher Education; *Instructional Improvement; Teacher Education; Teacher Effectiveness; *Teacher Student Relationship; Teaching Experience; Teaching Methods

Hands-on instruction and guidance is provided in this book designed to assist college teachers in handling the new array of difficulties found in today's classrooms. Illustrations are given of how to evaluate and resolve common problems. Chapter 1 emphasizes the chaotic unpredictability of teaching and the ways in which this activity is viscerally experienced. Chapter 2 focuses on clarifying the purpose of teaching. Chapters 3 through 5 discuss how teachers can discover ways in which students experience learning and how teachers can respond. Chapter 6 examines the lecture method and its appropriate use. Chapters 7 through 8 examine how teachers can make sure that the discussions they lead are fair, focused, and respectfully conducted. Chapter 9 looks at the use of simulations and role playing, and chapter 10 discusses effective student evaluation. The most common reasons for student resistance are reviewed in chapter 11 followed in the next chapter by a discussion of the importance of trust as the foundation for all significant teaching and learning. Chapter 13 looks at the effects of political factors on the practice of teaching, and chapter 14 summarizes by presenting 17 truths about skillful teaching. Contains 137 references. (GLR)

ED 325 036 HE 023 953

Morrison, James L.
Global Change: Implications for the Future of Higher Education. Proceedings of an International Planning Seminar.
PUB DATE- 90
NOTE- 26p.; SRHE = Society for Research into Higher Education.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Advisory Committees; Change Strategies; College Administration; *Futures (of Society); *Global Approach; Higher Education; *Institutional Advancement; International Organizations; Models; Organizational Change; Organizational Climate; *Organizational Development; *Planning; Public Colleges; Simulation; Social Influences; Universities
IDENTIFIERS- Environmental Scanning; Strategic Planning

Administrators and scholars from 10 countries attended a global change seminar at St. Andrews University in Scotland. The purpose was to introduce a systematic and rigorous planning methodology to enhance success in moving forward into a complex, turbulent, and uncertain future. The focus of the methodology was the identification, analysis, and evaluation of alternative future states of an organization's environment and the sources of change within it. At the seminar, participants were grouped into four simulated organizations: a liberal arts school, a comprehensive university, a national advisory committee, and an international organization focusing on higher education. The purpose of the simulation was to learn how to use a planning process to link environmental scanning information to the formulation of institutional strategy, how to assess the position of an educational organization in the external environment, how to delineate alternative futures of that environment, and how to define the strategies necessary to adapt to a range of anticipated changes in the external environment. This paper defines the perspective of the alternative futures approach to planning, along with the methodological assumptions underlying the approach and the model used. The planning team reports from three of the simulated organizations are presented to illustrate application of the model. Includes 111 references. (JDD)

ED 325 140 IR 053 341

Virginia State Library and Archives, Richmond.
Planning for Library Excellence.
PUB DATE- 88
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; Library Collections; Library Cooperation; Library Facilities; *Library Personnel; *Library Planning; *Library Services; *Library Standards; Long Range Planning; *Public Libraries; Public Relations; State Libraries

Intended to be used by librarians, this guide will also be useful to boards of trustees, governing officials, members of funding agencies, and community support groups involved in planning on a local level and within the context of regional and state library service. It provides information to help libraries plan and evaluate their services and meet the needs of users in the most effective way their resources will allow. Information is presented in three major sections: (1) administration and planning (structure and governance, planning, finance, public relations, friends and junior friends of the library); (2) resources (facilities, collections, personnel, staff development, volunteers, automation); and (3) services (access to service, reference, interagency cooperation, programming, extension). Each section contains a philosophy statement, goals, guidelines, and a bibliography. Appended materials include selected sections from Virginia's Freedom of Information Act; requirements for grants-in-aid; library lighting standards; a site evaluation questionnaire; the "Library Bill of Rights"; "Freedom to Read" statement; "Freedom to View" statement; "Free Access to Libraries for Minors"; "Guidelines for Library Services to an Aging Population"; "Standards of Practice for Professional Librarians"; "Statement on Professional Ethics"; "Children's Services Suggested Guidelines"; "Young Adult Services Guidelines for Virginia"; and a glossary. (SD)

ED 325 154 JC 900 548

Campion, William J.; Kyle, Marybeth
Central Florida Community Coll., Ocala.
Components of Quality Community College Child Care Programs.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development Centers; College Role; *Community Colleges; Continuing Education; *Day Care Centers; *Early Childhood Education; Federal Aid; Financial Support; Latchkey Children; Personnel Selection; Program Costs; Program Descriptions; Program Development; School Age Day Care; *School Community Relationship; Special Education; Two Year Colleges
Community colleges are uniquely positioned and well suited to assist in meeting the increasing demand for child care programs. Although a number of colleges have been reluctant to institute these programs due to the problems of liability, operating expenses, and allegations of child abuse, there are a number of advantages to having on-campus child care programs. Child care programs can serve as laboratories for day care training, child development, psychology, and early childhood/elementary education programs, and as prototypes for community child care centers. They can also enhance community relations, increase the enrollment of parents, and, if well run, turn tidy profits by charging competitive fees on a sliding scale. After a college decides to offer child care services, important decisions need to be made about staffing, training, licensure, and employment of work study students and community volunteers. The components of a successful on-campus child care program include: (1) quality care; (2) infant sensory programs, including a daily sensory stimulation and physical exercise schedule for each child; (3) programs for school-age children, including stimulating free-time activities, quiet study areas, and summer day camps; and (4) specialized programs for exceptional children. In addition to serving as a laboratory for Early Childhood Education and certification programs, the campus child care center can also be the nucleus for a variety of continuing education activities for the community. (JMC)

ED 325 168 JC 900 567

Brootkowski, Julia R.
Community College Reentry Programs: What Does the Future Hold?
PUB DATE- Jun 89
NOTE- 33p.; Field study project, University of California, Davis.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Students; Ancillary School Services; *Community Colleges; Demography; Educational Trends; Feminism; Program Descriptions; *Reentry Students; Special Needs Students; Student Characteristics; *Student Personnel Services; Two Year Colleges; Women Administrators; *Womens Education
IDENTIFIERS- *California

In an effort to better understand the history, current status, and future direction of special programs for reentry students, a study was conducted of reentry programs at three California community colleges (i.e., San Jose City College, De Anza College, and Yuba College). The colleges were chosen to represent urban, suburban, and rural locales and different student populations (i.e., primarily middle-income white, ethnically diverse, and working-class white). Their reentry programs had been in operation since the early 1970's, and all had a reputation for success. Interviews were conducted with reentry program administrators and faculty affiliated with the programs. Study findings included the following: (1) all of the programs began in the late 1960's as women's centers or educational outreach programs for particular groups, such as low-income women, displaced homemakers, single mothers, or a combination of these; (2) one of the major changes witnessed by all programs was a shift from a feminist orientation as a women's center to a program accommodating both men and women; (3) all were headed by female program coordinators; (4) all were highly individualized, taking into account the characteristics and unique needs of the targeted groups; (5) the programs sustained themselves only through constant struggle on the part of program directors; and (6) feelings about the shift away from a feminist orientation ranged from resigned support to outright criticism. Detailed program descriptions, the interview schedule, a program evaluation checklist, and references are included. (GFW)

ED 325 255 PS 019 229

Filby, Nikola; Lambert, Vicki
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Early Intervention for Students at Risk: Three Profiles from Arizona's Rural Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- After School Programs; *Early Intervention; Educational Practices; Elementary Education; *High Risk Students; *House Plan; Program Descriptions; *Rural Schools; *School Age Day Care; *Summer Schools
IDENTIFIERS- *Arizona; Before School Programs; Developmentally Appropriate Programs

At the elementary school level, promising new early intervention programs, such as the Reading Recovery Program (RRP), show ways to succeed with students in the primary grades. The RRP targeted the poorest readers in a first grade class, who were given supplemental, one-to-one planned lessons for 30 minutes each day by a specially trained teacher. The program demonstrated that most participating students were able to keep up with their class after 15-20 weeks in the program. Such programs challenge educators to review their expectations and reconsider what are the most appropriate modes of instruction for at-risk students. In order to strengthen intervention and to prevent problems for disadvantaged students later on, Arizona's legislature earmarked $3 million for competitive grants. The funding was to be awarded in increments of up to $250,000 to school districts that developed projects to identify and test effective early interventions with at-risk students. This information brief profiles three Arizona schools that received the funding: the summer school at Ash Fork, the before- and after-school programs at Littleton, and the school-within-a-school in Ganado. Each of the schools is characterized by a challenging student population and is the lone elementary school in a small district. In each school, themes such as concentrated staff effort, enriched curriculum, and extended quality time are prominent. (RH)

ED 325 066 IR 014 637

Gill, Patricia; Myers, Carmen

Classroom of the Year 2001.

PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Design; *Distance Education; Educational Technology; Educational Trends; *Futures (of Society); Higher Education; *Instructional Design
IDENTIFIERS- *University of South Florida Lakeland

Innovative teaching techniques for delivering courses in the 21st century will include use of audio, data, and video in classrooms, as well as transmission to distant sites. Toward this end, the University of South Florida, in opening its newest campus at Lakeland, has built facilities, designed an administrative organization, and provided financial and human resource support systems to create an atmosphere where faculty members can investigate the use of technology in a supportive environment. During the last 2 years, 26 senior faculty members have become part of an effort to incorporate technology to deliver part or all of a course. The facilities and organizational structure of the Lakeland campus incorporate a four channel receiving and sending system linking them with four other campuses and auxiliary receiving sites, and courses have been designed to use this instructional technology. Continuing evaluation of those courses indicates that, although there have been some technical problems, the number of students reporting that they would take another course using technology increased from 80% to 100% over three semesters. (DB)

ED 325 082 IR 014 667

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Computer Applications I & II. Revised.
PUB DATE- 90
NOTE- 606p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Careers; Computer Literacy; *Computer Software; Database Management Systems; *Job Skills; Keyboarding (Data Entry); Leadership Training; *Microcomputers; *Office Automation; Secondary Education; Spreadsheets; State Curriculum Guides; Units of Study; Word Processing
IDENTIFIERS- *Computer Related Occupations

This sequence of courses is designed to teach students how to use computers as a business and personal tool through the use of application software. Various jobs in computer-related fields are examined and employability skills, proper work habits, and leadership skills are taught. The major part of the guide consists of 18 units of instruction: (1) "Proper Care of Equipment and Materials"; (2) "Basic Functions of a Computer System"; (3) "Current Issues and Careers"; (4) "Leadership Skills"; (5) "Database Management"; (6) "Spreadsheet"; (7) "Graphics"; (8) "Word Processing"; (9) "Integrated Software"; (10) "Telecommunications"; (11) "Utilities"; (12) "Project Management"; (13) "Management Support"; (14) "Desktop Publishing"; (15) "Presentation Graphics"; (16) "Evaluating Software"; (17) "Appropriate Work Habits"; and (18) "Seeking Employment." These units are written for courses to be offered during a 2-year period. Course outlines in the preface of the document suggest what should be taught in levels one and two. Each unit includes a table of contents, competency objectives, student activities, handouts, transparency masters, evaluation measures, a key to test items, and references. (DB)

ED 325 256 PS 019 233

Chetley, Andrew
Bernard Van Leer Foundation, The Hague (Netherlands).
The Power To Change: The Experience of the Costa Atlantica Project in Colombia (1977-1989).
PUB DATE- 90
NOTE- 81p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Community Development; *Community Role; Democracy; Developing Nations; *Early Childhood Education; Foreign Countries; Futures (of Society); Government Role; Higher Education; *Institutional Role; *Policy Formation; Program Descriptions; Program Development; Public Policy; *Social Change; Universities
IDENTIFIERS- *Colombia; Empowerment; Program Characteristics

In 1977, the Bernard van Leer Foundation began supporting a project in Colombia that had the objective of improving the quality of early childhood care and education in a small village. The Costa Atlantica project offered an approach to development that was based on community organization, social management, participation, cooperation, popular education, and solidarity in the search for the common good. The project began as an attempt to satisfy the needs of children and expanded to include an alternative approach to overcoming poverty. The project team of about 25 people was aided by university students, and received encouragement and partial financial support from the Colombian Institute for Family Welfare. The team claimed to have provided over 100 communities with some form of preschool and a variety of other developments. Such a claim indicated that something in the communities was transforming largely marginalized and disadvantaged settings into positive developmental environments. This book describes the heart and spirit of the Costa Atlantica project. Chapters concern background information, the role of the university as change agent, the role of the community in development, the transition from local experiment to national policy, and the learning that took place during the experience. (RH)

ED 325 271 RC 017 817

Witten, D. W.; And Others
Computer Use by Rural Principals.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Southern Rural Education Association (5th, Atlanta, GA, April 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer System Design; *Computer Uses in Education; *Principals; *Rural Schools; *School Administration; Secondary Education; *Secondary Schools; State Surveys
IDENTIFIERS- *Kentucky

Very little research is available nationwide that measures the administrative use of computers in rural schools. A state survey of 154 rural Kentucky secondary school principals (representing a 51% response rate) focused on their knowledge about computers and use of computers for school administrative purposes. Only 14% of respondents had a computer at home, and only 21% had had special computer training. For administrative tasks related to students, computers were used by 72% for state standardized testing; by 51-63% for records, attendance, scheduling, and grade reporting; and by 27% for career planning. For administrative tasks related to staff, computers were used by 18-27% for records, evaluation reports, assignment, and leave. Only 15% of respondents were very committed to administrative computer use, while 56% were somewhat committed. This report contains recommendations to the Kentucky Department of Education concerning mandatory computer training for principals, guidelines and funding for the purchase of computer hardware and software, and networking among administrative computer users. A literature review discusses the ideal school administrative computer system, barriers to computer acceptance in rural schools, and factors to consider in hardware and software selection. (SV)

ED 325 285 RC 017 863

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Health Care in Rural America.
PUB DATE- 90
NOTE- 573p.; Some small type may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Community Health Services; Federal Legislation; *Federal Programs; Federal Regulation; Health Facilities; Health Personnel; *Health Programs; *Health Services; *Medical Care Evaluation; Program Evaluation; *Public Policy; *Rural Areas; Rural Population
IDENTIFIERS- Health Delivery Systems

Health needs and health services in rural America are key issues directly related to education as well as community well-being. This report examines rural America's access to basic health care services and discusses options for congressional consideration. The focus is on trends in availability of primary and acute rural health care and on factors affecting those trends. The report describes the characteristics of rural populations and health programs, the availability of rural health services and personnel, and delivery of rural maternal and infant health and mental health care services. On each subject, options for congressional action are examined. The federal government currently finances several different types of rural health care programs, and has a strong interest in health care trends. Major declines in inpatient utilization, compounded by increasing amounts of uncompensated care, have undermined the financial health of many rural hospitals, which also are faced with the outmigration of rural residents to urban areas for care. Policy reform options are presented in regard to: (1) improvement of rural health facilities; (2) availability and training of health professionals in rural areas; and (3) enhancing maternal and infant care programs and mental health care programs in rural areas. This document contains numerous charts, graphics, data tables, and appendices that present background information about the study. It also includes a 745-item bibliography and a subject index. (TES)

ED 325 299 RC 017 887

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

Rural Development. Federal Programs that Focus on Rural America and Its Economic Development. Briefing Report to the Ranking Minority Member, Subcommittee on Conservation, Credit, and Rural Development, Committee on Agriculture, House of Representatives.

PUB DATE- Jan 89

NOTE- 243p.; Tables contain small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Agriculture; *Economic Development; Federal Aid; *Federal Programs; *Human Resources; Rural Areas; *Rural Development; Rural Education; Tables (Data)

IDENTIFIERS- *Counties; Infrastructure

This report identifies those federal programs that are essentially rural and pursue economic development purposes. Using the 10 Beale population codes, 2,097 of the 3,096 U.S. counties, containing 16% of the U.S. population, were defined as rural (had urban populations of less than 20,000). The approximately 800 federal domestic assistance programs were placed into six categories based on development objectives. The four categories containing the principal rural development-type programs were economic development, agriculture and natural resources, infrastructure, and human resources (including education). In these four categories, 88 programs met the definition of rural development-type programs. The 88 programs provided total funding to both rural and nonrural counties of about $29 billion in fiscal year 1987. Rural share data for fiscal year 1985 was available for 48 programs; these provided about $17 billion total, of which about 21% went directly to rural counties. The U.S. Department of Agriculture (USDA) administered the greatest number of rural development-type programs, was the only agency with programs in all four rural development categories, and provided the highest percentage of funding to rural counties. Thus, USDA would be the federal agency with the broadest experience base for implementing a rural development policy via the proposed Rural Development Administration. Extensive appendices categorize all U.S. counties by Beale code, provide information on total funding and rural share of all federal domestic assistance programs, and describe the 88 rural development-type programs. (SV)

ED 325 315 SE 051 650

Virginia State Dept. of Waste Management, Richmond. Div. of Litter & Recycling.
Waste Out of Place, Level 1. Teacher Guide. Operation Waste Watch.
PUB DATE- 80
NOTE- 49p.; For related documents, see SE 051 649-656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; Elementary School Science; *Environmental Education; *Grade 1; Instructional Materials; Interdisciplinary Approach; Primary Education; Science Activities; Science Education; Science Instruction; Science Materials; *Solid Wastes; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Virginia

Operation Waste Watch is a series of seven sequential learning units which addresses the subject of litter control and solid waste management. Each unit may be used in a variety of ways, depending on the needs and schedules of individual schools, and may be incorporated into various social studies, science, language arts, health, mathematics, and artistic activities. Each unit consists of a teacher's guide, filmstrip-cassette set, activity cards, test materials, duplicating masters, and a poster. This document contains the teacher's guide and activity cards for the first-grade unit entitled "Waste Out of Place." In this unit, students classify objects into two categories, "waste objects" and "useful objects." In addition, they learn to identify litter and dispose of their own waste items properly. Eighteen individual- and 10 class-activity cards are included. (CW)

ED 325 332 SE 051 668

Natour, Denise M.; And Others
Illinois Univ., Urbana. Computer-Based Education Research Lab.
Instructor's Guide to the CCA Basic Skills Mathematics Curriculum.
PUB DATE- Apr 90
NOTE- 239p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Basic Skills; Computer Assisted Instruction; *Computer Uses in Education; Curriculum Guides; *Elementary School Mathematics; Learning Activities; Mathematics Education; Pretests Posttests; *Remedial Instruction; Resource Materials; *Secondary School Mathematics

The curriculum consists of 16 units covering: (1) addition, subtraction, multiplication, and division of whole numbers; (2) common fractions; (3) mixed numbers; and (4) decimals. Each unit consists of a pretest, assignment of lessons as needed, and a posttest. Paper-and-pencil worksheets that accompany the computer lessons are an integral part of the curriculum. Each unit includes lesson name, computer file where the lesson can be found, author(s) and affiliation, objectives, description, interaction, intended audience, and completion time. This curriculum is designed for, and delivered by, the SYS 4 instructional management system. When a student does not earn PREtest credit, SYS 4 can either make an automatic assignment of lessons or alert the instructor to make an assignment. When a student does not earn credit on a POSTtest, intervention is always required. Instructors can choose to have a student re-do lessons, do other lessons, work with paper-and-pencil materials, or work with a tutor. Sample computer generated worksheets and an alphabetical list of files used in this curriculum are appended. (KR)

ED 325 349 SE 051 685

Pennisi, Christine; Goettel, Robin, Ed.
Illinois Univ., Urbana. Cooperative Extension Service.; Iowa Univ., Iowa City. Center for the Advanced Study of Communication.
Appreciating Your Great Lakes. A Guide for Developing Educational Projects. 4-H Marine Education Series - 2.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Jun 89
NOTE- 101p.; A publication of the Illinois-Indiana Sea Grant Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Awareness; Culture; Ecology; Economics; *Environmental Education; History; *Instructional Materials; *Marine Education; Natural Resources; *Reference Materials; *Science Activities; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Great Lakes

The Great Lakes are the largest series of fresh water bodies in the world. They are used for a wide variety of purposes by the 37 million citizens of the United States and Canada who live near the lakes and share this resource. This guide is intended to guide youth in acquiring training and field experience related to the Great Lakes in areas such as ecology, marine careers, natural resources, economics, recreation, history, and culture. This project guide for students in grades 6-12 suggests activities for learning about the Great Lakes and provides an extensive list of references and resources for further study. Units include: (1) "Recreation"; (2) "Heritage"; (3) "Ecology"; and (4) "Economics." Each includes objectives and suggestions for activities at the beginning, intermediate, and advanced levels. The reference section, which constitutes the bulk of the guide, lists resources organized by media type including audiovisuals, maps and charts, software, and publications. Within each section, the resources are organized by content topic. (CW)

ED 325 366 SE 051 702

Munn, Diana M.; And Others

Enhancing Primary Grade Science: Recommendations from Prime Time Workshops.

PUB DATE- 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (St. Louis, MO, April 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Dissonance; Community Resources; Discovery Learning; Educational Resources; Elementary Education; *Elementary School Science; Field Trips; Inquiry; *Inservice Teacher Education; *Instructional Materials; Material Development; Questioning Techniques; *Science Activities; Science Curriculum; Science Education; Teaching Methods; *Teaching Skills; *Workshops

Two topics that are important for improving the teaching of science in the elementary grades are: (1) the availability of classroom science materials and equpment; and (2) teacher improvement in subject matter competencies, instructional skills, and familiarity with technology. A workshop was developed to help teachers develop instructional strategies for teaching children science using basic science materials and available resources. Emphasis was on process-oriented activities, group work, discrepant events, learning cycle activities, questioning strategies, Project Wild and/or Project Learning Tree materials, integrating textbooks with curriculum projects, outdoor classrooms, field trips, and community resources. The paper documents the goals of the workshop, planning materials, personnel recruitment, curriculum, results of follow-ups, evaluation, and offers concluding remarks. (KR)

ED 325 384 SE 051 724

Congress of the U.S., Washington, D.C. House.
Dwight Eisenhower Mathematics and Science Education Amendments Act of 1990. Report To Accompany H.R. 4982. 101st Congress, 2nd Session, House of Representatives.
PUB DATE- 6 Jul 90
NOTE- 22p.
LANGUAGE- English
~~EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.~~
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Clearinghouses; *Educational Improvement; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Federal Legislation; *Government Role; *Instructional Materials; *Mathematics Education; *Science Education; Secondary School Mathematics; Secondary School Science
IDENTIFIERS- Proposed Legislation

House Resolution 4982 establishes a network of 10 regional consortia for the purpose of providing technical assistance to schools undergoing reform of their science and mathematics programs; authorizes the Secretary of Education, through a merit-based competitive grant or contract, to establish a National Clearinghouse for Science, Mathematics, and Technology Education Materials; and makes several amendments to the Dwight D. Eisenhower Mathematics and Science Education Act in order to strengthen the program. Specifically discussed in this report are funding, committee consideration, need for legislation, major provisions of the bill, oversight, cost estimates, and changes in existing law made by the bill, as reported. The specific language of the bill "Title II--Critical Skills Improvement, Part A--Dwight D. Eisenhower Mathematics and Science Act" with all subparts and sections is included. (CW)

ED 325 401 SE 051 741

Keister, Jonathan N.
The Complexities of Practical Work in Physics Teaching: A Case Study of Three Secondary Schools in Sierra Leone.
PUB DATE- 90
NOTE- 295p.; M.Ed. Thesis, Queen's University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Observation Techniques; Cognitive Development; Cognitive Structures; Concept Formation; Demonstrations (Educational); *Experiential Learning; Foreign Countries; Laboratories; Laboratory Experiments; *Physics; *Process Education; Science Education; *Scientific Concepts; Secondary Education; *Secondary School Science; *Skill Development; Skills; Teaching Methods
IDENTIFIERS- *Sierra Leone

The purpose of this study was to document and analyze teachers' and students' activities during physics practicals in order to gain critical insights into why students did not acquire the expected practical skills and how theory and practice interacted in the context of teaching for the practical examination in physics. The study involves three classes (n=116) and three physics teachers at three secondary schools in Freetown, Sierra Leone. Data obtained included observations from four physics lessons, five physics practical classes, and one laboratory demonstration, as well as from nine interviews. Data were analyzed and discussed in light of the teaching methods and barriers that seemed to inhibit students' understanding of scientific concepts. The study suggests several reasons why students failed to acquire basic scientific laboratory skills and knowledge. The teaching of physics is compartmentalized into "theory" and "practical" and these are taught as separate and unrelated entities. The formal examination system, which dominates the thinking of teachers and students alike, promotes this division and strongly influences the teaching methods employed by schools. Included in this study are: (1) an introduction to the study, research setting and participants; (2) literature review and research methods; (3) a description of the laboratory practical work performed in each school, along with the perspectives of teachers and students; (4) the analysis and interpretation of the data; and (5) conclusions and recommendations. Appended are transcriptions of the lessons, demonstrations, and interviews with students and teachers and a copy of the West African Examination Council Physics 1 Practical. (KR)

ED 325 417 SO 030 066

Foundation for Teaching Economics, San Francisco, Calif.
Guide to Economic Education Materials for Young Adolescents. Volume I: Print Materials.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- ~~Other/Miscellaneous (Not Classifiable Elsewhere) (999)~~
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Economics Education; *Instructional Materials; Secondary Education; Social Science Research; Social Studies; *Textbook Evaluation; *Textbook Selection
IDENTIFIERS- Foundation for Teaching Economics

Produced as a part of an evaluatic research study, this volume includes descriptions and critiques of 14 sets of economic education reviews print materials for teaching economics to grades 7-10 that were prepared by economists and middle school teachers. The materials for evaluation were selected by searching the Education Resources Information Center (ERIC) Clearinghouse for Social Studies/Social Science Education, the Data Book of the Social Science Education Consortium, and publisher catalogs. The goal of the Foundation for Teaching Economics study was to improve the standards used by educators in the evaluation of curriculum materials and in selection of textbooks. The document includes: the evaluative instruments used in the analysis; statistical charts; and the bibliography of recommended materials, as well as those evaluated but not recommended. (NL)

ED 325 435 SO 030 379

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Universal Primary Education for Girls: Bangladesh.

PUB DATE- 87

NOTE- 106p.; For related documents, see SO 030 378-383.

LANGUAGE- English

~~EDRS-PRICE- EDRS Price - MF01 Plus~~ Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Area Studies; *Developing Nations; Educational Development; Educational Research; *Elementary Education; *Equal Education; *Females; Foreign Countries; Primary Education; Public Education; Tables (Data); *Womens Education

IDENTIFIERS- *Asia Pacific Region; *Bangladesh

Universalization of primary education (UPE) is one of the major priority goals of all countries in the region of Asia and the Pacific. The developing countries in particular, are now engaged extensively in the formulation and implementation of policies, plans, and programs aimed at making adequate and suitable opportunities for primary education available to all children as soon as possible. Lower participation rates of girls in primary education is seen as one of the main obstacles to achieving full universalization of primary education in some of the countries of the region. This volume, one of a series that provides a comparative view of the position of and progress made in UPE in six countries, with particular reference to girls' enrollment and participation in primary education, focuses on Bangladesh. The seven chapters in this volume are: (1) Introduction; (2) The Problem of Girls' Primary Education; (3) Factors Affecting Enrollment and Retention; (4) Physical Facilities and Female Teachers; (5) National Policy and Plans; (6) Special Programmes and Projects; (7) Conclusions and Recommendations. Nineteen data tables are included in this volume. (DB)

ED 325 452 SP 032 673

Lappan, Glenda; Even, Ruhama
National Center for Research on Teacher Education, East Lansing, MI.
Learning To Teach: Constructing Meaningful Understanding of Mathematical Content. Craft Paper 89-3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Education; *Elementary School Mathematics; Higher Education; *Mathematical Concepts; *Mathematical Logic; *Mathematics Instruction; Preservice Teacher Education; *Teaching Methods

This paper discusses the development of the mathematical experiences which make up the three-term sequence of mathematics courses taken by participants in the Elementary Mathematics Project (EMP), a longitudinal study of change in preservice teachers' perceptions and beliefs about mathematics. For the mathematics courses, both content and teaching are considered. Under mathematical content, the main topics and mathematical problem solving are discussed; under doing mathematics, the topics discussed are abstraction, reasoning, unique answers, and time spent on problems. Mathematical connections are discussed with a focus on representations and applications. Instruction includes a discussion of the use of problem situations, development of community, and periodic reflections as part of the intervention. Throughout the paper, examples are given from the students' experiences in the courses. (Author/JD)

ED 325 469 SP 032 712

Foyle, Harvey C.; Perne, Sharon
The Use of Homework and Cooperative Learning in an Elementary
  Classroom: Implications for Teacher Education.
PUB DATE- 18 Oct 90
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-Western
  Educational Research Association (Chicago, IL, October 18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning;
  *Elementary School Curriculum; Grade 5; Higher Education;
  *Homework; Intermediate Grades; Preservice Teacher Education;
  Teaching Methods

This study sought to determine if students who have homework added to their cooperative learning lessons achieve at a higher rate than the students who did not have homework assigned. The subjects were 64 fifth-grade students enrolled in four different classes in social studies. Two classes were assigned to the no-homework condition, one class was placed in the practice homework condition and the remaining class was in the preparation homework condition. The experiment ran from September through January. Pretest and posttest scores indicated that the addition of homework to cooperative learning activities increased student achievement. Additionally, no differences in student achievement were found between practice and preparation homework groups. It is suggested that the use of homework as a strategy and cooperative learning as a methodology be included in teacher education methods courses. (JD)

ED 325 485 TM 015 692

Ellet, Chad D.; Logan, Connie S.

Analyses of School Level Learning Environments: Organizational Coupling, Robustness and Effectiveness.

PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Average Daily Attendance; Comparative Analysis; *Educational Environment; *Elementary Schools; Elementary Secondary Education; Multivariate Analysis; *Robustness (Statistics); *School Effectiveness; School Organization; School Surveys; *Secondary Schools; *Teacher Attitudes
IDENTIFIERS- *School Organizational Coupling; Teacher Surveys

A study involving 55 elementary schools and 18 secondary schools was undertaken to examine the relationships among teachers' perceptions of school organizational coupling structures, school environmental robustness, and three school effectiveness measures (school organizational effectiveness, school achievement, and average daily attendance). The following survey instruments were used: (1) the Organizational Coupling Structure Inventory--Teacher Form, a 98-item questionnaire; (2) the Robustness Semantic Differential, a 10-item polar adjective checklist providing a generalized measure of total school or classroom climate; and (3) the Index of Perceived Organizational Effectiveness, an eight-item, four dimension instrument. Non-subjective indices of school effectiveness included average daily attendance and student achievement data. Data were collected during the spring of 1989, and 1,843 usable surveys were returned from the 73 schools. Results indicate a considerable variation across schools in the degree of coupling, a generally positive perception among teachers regarding school organizational robustness, and a lack of association between "tight coupling" and school effectiveness. The complexities of schools seem to dictate that future studies of organizational features of schools, school environments, and school effectiveness use multivariate data collection and analysis designs. A 21-item list of references, 7 data tables, and an appendix are provided. (TJH)

ED 325 500 TM 015 729

Mullis, Ina V. S.; And Others
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
Accelerating Academic Achievement. America's Challenge. A Summary of Findings from 20 Years of NAEP.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 80p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Competence; Educational Assessment; Educational Change; *Educational Trends; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *National Surveys; *Secondary School Students; Thinking Skills
IDENTIFIERS- *National Assessment of Educational Progress

Data from 20 years (1970-90) of the National Assessment of Educational Progress (NAEP) are summarized. The NAEP represents the nation's only ongoing assessment of the academic achievement of American students. Its assessments of educational achievement of students in grades 4, 8, and 12 are presented as "The Nation's Report Card". Chapter 1 of this report contains information about the students' competency in subject matter across the curriculum and their ability to use their minds well. Chapters 2 and 3 include information about the trends across time related to the performance of elementary school, middle school, and secondary school students in higher-order reasoning, problem solving, and communication skills as well as information about the academic achievement of minority students. Chapter 4 summarizes information about background variables related to education. In general, the data indicate that the educational performance of U.S. students is low and not improving. It is estimated that more than half of the nation's elementary through high school students are unable to demonstrate competency in challenging subject matter in English, mathematics, science, history, and geography. Fewer than half of all U.S. students appear to be able to use their minds well. Although considerable progress has been made in closing the performance gaps among different racial/ethnic and gender groups, the gaps still remain too large to meet the nation's objective of close parallels between the performance of minority students and the student population as a whole. Much that research has identified as effective in improving education is still not being implemented in the nation's schools. Nineteen tables and five figures summarize NAEP data. (SLD)

ED 325 514 TM 015 752

Riddle, Joy F.
Measuring Affective Change: Students in a Distance Education Class.
PUB DATE- Oct 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (8th, Greeley, CO, October 4-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Affective Measures; *Attitude Change; Attitude Measures; *Distance Education; *Graduate Study; Higher Education; *Interactive Video; Nontraditional Education; *Student Attitudes; *Teacher Education Programs; Telecommunications; Telecourses
IDENTIFIERS- Change Analysis; University of Northern Colorado; Western Institute for Distance Education

An ongoing distance learning project at the University of Northern Colorado (UNC) in Greeley is described. When the project, the Western Institute for Distance Education (WIDE), is complete, the system will provide access to education courses so that 98% of the state's population will be within 60 miles of a site. At present there are three operational sites: Greeley, Grand Junction, and Denver. In distance education, the learner is physically separated from the teacher, and communication is through some form of media. The purpose of WIDE is to support the UNC's statewide mission of delivering graduate teacher education programs to Colorado's citizens. In this program, the delivery system is compressed video, which employs T-2 telephone technology to transport live interactive two-way video, voice, and data between sites. WIDE uses every opportunity to gather affective data about attitude changes in students in the distance learning class. An example is provided in the discussion of a library catalog class. Both before and after taking the course, students in this distance education class were administered a survey concerning their affective concerns and feelings about being in such a class. All of these students experienced a positive attitude shift about the means of class delivery from the beginning to the end of the distance-delivered segment. Recommendations are made of ways to move the learner smoothly through the areas of concern predicted by the model of G. E. Hall: (1) awareness; (2) informational concern; (3) personal; (4) management; (5) consequence; (6) collaboration; and (7) refocusing. These factors must be addressed by those designing instruction so that it will meet the goals and objectives of the course being taught. (SLD)

ED 325 528 TM 015 799

Wilcox, Richard P.

Selective Bibliography of Professional Tests. Second Edition.

PUB DATE- 90

NOTE- 16p.; For previous edition, see ED 308 214.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *College Entrance Examinations; Graduate Study; Higher Education; *Occupational Tests; *Study Guides; *Test Coaching; Test Wiseness

This 145-item bibliography of examination study guides is a major revision of an earlier edition published in 1989. There are 45 new entries and 23 deletions of older books. This bibliography is intended for undergraduate students preparing for examinations required for admission to graduate or professional schools and for college graduates preparing for civil service tests for professional or managerial positions. It should also be of interest to those developing test preparation books. Excluded are guides to examinations for undergraduate admission and study guides for civil service clerical or trade positions. Guides are listed according to their Library of Congress classification numbers; and the author, title, publication date and location, and publisher of each guide are provided. (SLD)

ED 325 543 UD 027 472

Nicolau, Siobhan; Ramos, Carmen Lydia
Hispanic Policy Development Project, Inc., New York, NY.
Together Is Better: Building Strong Relationships Between Schools and Hispanic Parents.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.; Reader's Digest Foundation, Pleasantville, NY.
PUB DATE- 90
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Hispanic Americans; Misconceptions; Outreach Programs; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Population Trends; School Holding Power

This handbook offers background and suggestions for developing programs in which parents learn how to actively participate in their children's education. It is based on 42 participating projects throughout the country. It contains the following seven chapters: (1) "The Hispanic Profile"; (2) "Misperceptions and Misconceptions"; (3) "The Elements of a Successful Parent Involvement Program"; (4) "Recruitment Strategies: DOs and DON'Ts"; (5) "Retention Strategies: DOs and DON'Ts"; (6) "Is It Worth the Effort?"; and (7) "Special Challenges: Hispanic Fathers, Teenage Mothers, Troubled Families." The following conclusions are drawn from previous attempts to develop parent/school partnerships: (1) parent behavior is subject to change; and (2) participating Hispanic parents, mothers in particular, become full partners in the education of their children. Also included are an introduction and the following four appendixes: (1) "Barriers and Solutions," a checklist of potential problems and solutions; (2) "Sample Programs," sketches and profiles of some projects around the country; (3) "Sample Outreach and Follow-up Materials," examples of letters, information, and fliers to parents from project administrators; and (4) "Directory of Projects," a list of the participating projects on which the information in this handbook was based. (MYM)

ED 325 558 UD 027 678

Bishop, John
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Incentives for Learning: Why American High School Students Compare So Poorly to Their Counterparts Overseas. Working Paper #89-09.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Mar 89
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Aptitude Tests; Comparative Education; *Educational Testing; *Education Work Relationship; High Schools; *High School Students; *Incentives; Outcomes of Education; *Parent Participation; *Student Motivation

The key to high school student motivation is recognizing and rewarding academic effort. Compared to the United States, students in foreign countries study harder and their parents demand more of the schools because labor market success is determined by how much is learned in high school. Schools in the United States, however, reward students for time spent in school, but offer few benefits for students who study hard. This failure to reward academic achievement is the result of the following phenomena: (1) the labor market fails to reward effort and achievement; (2) college admission is based on relative measures, such as Scholastic Aptitude Test (SAT) scores and class rank and grade point average (GPA); (3) classmates actively discourage academic effort that would result in an upward shift of the grading curve; and (4) parents do not demand higher standards that would place students at risk of not graduating, but would not improve SAT scores or GPAs. The following reforms are suggested: (1) institute statewide achievement tests; (2) establish new graduation credentials; (3) expand the Advanced Placement Program; (4) replace the SAT; (5) modernize the cognitive content of the General Aptitude Test Battery (GATB); (6) encourage employers to use high school grades and a spectrum of achievement tests for hiring; (7) require all applicants for civil service positions to submit school and college transcripts; (8) base admission to the armed forces on competence in science and technical subjects; (9) extend school operations; (10) require students who are experiencing academic difficulty to attend remedial programs; and (11) institute cooperative learning strategies. Statistical data are presented in one table and seven graphs. A 63-item bibliography is appended. (FMW)

ED 325 572 UD 027 710

Hirsch, Judi
Assessing the Potential of Underachieving College Students: Feuerstein's Learning Potential Assessment Device.
PUB DATE- Oct 89
NOTE- 11p.; Paper presented at the Montclair State College Institute for Critical Thinking Conference (Upper Montclair, NJ, October 19-21, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Ability; *Cognitive Measurement; College Students; *Disadvantaged Youth; Educational Change; Higher Education; Learning Problems; *Minority Groups; *Underachievement
IDENTIFIERS- *Feuerstein (Reuven); *Learning Potential Assessment Device

Schools must change, if more working class and minority children are to succeed in college. Reuven Feuerstein (1979, 1980) was given the task of assessing youth who arrived in Israel after World War II. Many scored so poorly on intelligence tests that they were thought to require custodial care. Feuerstein developed a method of mediated assessment, the Learning Potential Assessment Device, which enabled him to assess the current cognitive functioning of an individual and to prescribe a plan for remediation. His method is here illustrated in a contemporary case study. A 16-year-old Mexican American student who was well behaved and in good health derived no benefit from his classes. He was found to be fluent in Spanish but illiterate in both Spanish and English. Five instruments were used in his assessment; here, only the use of the Complex Figure Drawing is described. Results and recommendations follow, showing how the mediator was able to assess his level of functioning. U.S. schools must, in Feuerstein's words, "shift from static measures of ability, which encourage giving up on some children, to dynamic assessment, which points the way to sharpening...children's mental skills." A reference list of 11 items is included. (DM)

ED 325 588 UD 027 734

Rafferty, Yvonne
Advocates for Children of New York, Inc., Long Island City.
Homeless Children in America: Challenges for the 1990s.
PUB DATE- 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Public Health Association (118th, New York, NY, October 4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *At Risk Persons; Child Advocacy; *Childhood Needs; *Children; *Disadvantaged Youth; Government Role; *Health Needs; *Homeless People; Housing Needs; Hunger; Social Problems; Underachievement
IDENTIFIERS- Developmental Delays

The 1980s brought an unprecedented rise in the number of homeless families with children. That there may be as many as three million homeless persons in the United States, with families representing one-third of this population, indicates that homelessness is a social problem of catastrophic proportions. This paper finds that while Federal initiatives such as the Stewart B. McKinney Homeless Assistance Act have provided limited emergency aid to homeless families, the following three major categories of challenges remain unmet: (1) reducing the number of homeless families; (2) providing a legal right to emergency shelter; and (3) providing the necessary support services. The paper reviews research on the following serious threats to homeless children's ability to thrive and their future well-being: (1) health problems and inadequate health care; (2) hunger and poor nutrition; (3) developmental delays; (4) increased frequency of psychological problems; and (5) educational underachievement. Findings of this research indicate that an entire generation of homeless children faces truly unacceptable risks. These risks must be countered by housing assistance, food, health care, mental health care, early intervention programs, and the same public education received by permanently housed children or better. A list of 30 references is appended. (AF)

ED 325 602 UD 027 756

Notkin, Susan; And Others
Edna McConnell Clark Foundation, New York, N.Y.
Families on the Move: Breaking the Cycle of Homelessness.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Caseworker Approach; Ethnography; *Family Programs; *Homeless People; Housing Needs; Minority Groups; *Transitional Programs; Urban Areas; *Welfare Services
IDENTIFIERS- *New York (New York); *Self Sufficiency

This report describes a pilot study to determine the needs of formerly homeless families in New York City and to help them make the transition from welfare hotels and shelters into new homes and to become stable and permanent residents of their communities. Three New York social services agencies assigned one or two caseworkers to nine homeless families for 6 weeks. The following service delivery approaches were based on a family-centered philosophy: (1) intervention was limited in time and flexible; (2) it took place in the family's home; (3) it was based on the expectation that family members can reach the goal of sustaining themselves; (4) children were seen in the context of their families; (5) families were seen in the context of their communities; (6) services were coordinated and accessible; and (7) caseworkers had small caseloads. The following recommendations are made: (1) formerly homeless families need intensive case management services; (2) training resources must be developed and made available to caseworkers who implement the intensive case management model; (3) New York City should take the initiative in forming a joint public/private planning group to expand and coordinate community services for formerly homeless families; and (4) all service systems that impinge on the lives of formerly homeless families should cooperatively promote the successful transition to permanent housing. Detailed case studies of four of the families are included. Brief summaries of the case studies of five of the families are appended. (FMW)

ED 325 272 RC 017 818

Field, Teresa T.
Establishing Professional Development Schools: Forging School/University Partnerships in West Virginia.
SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, Pa.
PUB DATE- Apr 90
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Coordination; Educational Innovation; Elementary Secondary Education; Higher Education; *Laboratory Schools; *Program Development; Teacher Education
IDENTIFIERS- *Benedum Project; West Virginia; *West Virginia University

This paper describes the development and implementation of plans to establish professional development schools (PDS) in West Virginia. The conceptualization of this project began with consultant recommendations and faculty discussions at West Virginia University (WVU) concerning needs for reforms in teacher preparation and in the public schools. The consensus was that improvements in preparation programs had to occur simultaneously and in conjunction with schools. A team of WVU faculty and public school teachers and administrators formed in early 1988 to propose criteria to select PDS--regular public schools with which the university could work intensively. The team visited other collaborative projects around the country, identified opportunities and barriers in the creation of PDS, proposed pilot PDS projects in clinical experiences, and conceptualized the elements of a 5-year development plan. Following project funding by the Benedum Foundation in December 1988, a new team of university and public school educators was formed to clarify the nature of PDS, develop the belief statements that would guide PDS interactions and activities, develop the PDS application and application process, and select and train the review team that would recommend PDS sites. In November 1989, applications were mailed to all 70 schools in the four-county area around WVU. The review team selected six schools as PDS sites. This paper contains 13 references, PDS belief statements, and the PDS application form. (SV)

ED 325 316 SE 051 651

Virginia State Dept. of Waste Management, Richmond. Div. of Litter & Recycling.

Litter Pollution, Level 2. Teacher Guide. Operation Waste Watch.

PUB DATE- 80
NOTE- 44p.; For related documents, see SE 051 649-656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; Elementary School Science; *Environmental Education; *Grade 2; Instructional Materials; Interdisciplinary Approach; Primary Education; Science Activities; Science Education; Science Instruction; Science Materials; *Solid Wastes; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Virginia

Operation Waste Watch is a series of seven sequential learning units which addresses the subject of litter control and solid waste management. Each unit may be used in a variety of ways, depending on the needs and schedules of individual schools, and may be incorporated into various social studies, science, language arts, health, mathematics, and artistic activities. Each unit consists of a teacher's guide, filmstrip-cassette set, activity cards, test materials, duplicating masters, and a poster. This document contains the teacher's guide and activity cards for the second-grade unit entitled "Litter Pollution." In this unit, students study the negative effects of littering: injury to humans and animals, environmental pollution, and wasted resources. In addition, they explore a littered area, study the characteristics of litter, and learn how to clean it up. Thirteen individual- and 14 class-activity cards are included. (CW)

ED 325 333 SE 051 669

Rowland, Paul McD.
Using Science Activities To Internalize Locus of Control and Influence Attitudes towards Science.
PUB DATE- 90
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Individual Power; Inquiry; Intermediate Grades; Junior High Schools; *Locus of Control; *Personal Autonomy; Pretests Posttests; Science Activities; Science Education; *Scientific Literacy; Secondary Education; *Secondary School Science; Self Concept; Tests

This study investigated the relationships between science activities that emphasize cause-and-effect and a learner's locus of control. Pretests included the Nowicki-Strickland Abbreviated Scale 7-12 to measure locus of control, and a modification of the Test of Science Related Attitudes to measure attitudes toward science. The findings suggest that the combination of discipline problems and inexperience of teachers might be important variables influencing the internalizing of locus of control. Doing science activities that emphasize cause-and-effect relationships improved attitudes on the attitude subscales Social Implication of Science, Normality of Scientists, and Inquiry; however, such activities did not contribute to the enjoyment of science classes. (KR)

ED 325 367 SE 051 703

Dossey, John
National Council of Teachers of Mathematics, Inc., Reston, Va.
Discrete Mathematics and the Secondary Mathematics Curriculum.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Algebra; Algorithms; Computer Software; Curriculum Guides; Decision Making; Geometry; Induction; Instructional Materials; Junior High Schools; *Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; Models; Problem Solving; Resource Materials; Secondary Education; *Secondary School Mathematics; *Teaching Methods; Technology; *Thinking Skills
IDENTIFIERS- *Discrete Mathematics

Discrete mathematics, the mathematics of decision making for finite settings, is a topic of great interest in mathematics education at all levels. Attention is being focused on resolving the diversity of opinion concerning the exact nature of the subject, what content the curriculum should contain, who should study that material, and how that material should be taught in the classroom. This document details a set of recommendations on the infusion of topics from discrete mathematics into the secondary school (grades 7-12) mathematics curriculum. The suggestions are accompanied by a list of resources, including software, which will aid in the development of specific topics. Modeling, use of technology, algorithmic thinking, recursive thinking, decision making, and mathematical induction as a way of knowing are six unifying themes that emerge when discrete mathematics is studied and applied. Recommended topics for emphasis in discrete mathematics before algebra, with algebra, and with geometry are included. Appended is an outline for a semester course in discrete mathematics. (KR)

ED 325 385 SE 051 725

Edwards, Edgar L., Jr., Ed.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Algebra for Everyone.
SPONS. AGENCY- Mathematics Education Trust, Reston, VA.
PUB DATE- 90
NOTE- 95p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) .
DESCRIPTORS- *Algebra; Arithmetic; Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Secondary Education; *Secondary School Mathematics; Teaching Methods

The fundamentals of algebra and algebraic thinking should be a part of the background of all citizens in society. The vast increase in the use of technology requires that school mathematics ensure the teaching of algebraic thinking as well as its use at both the elementary and secondary school levels. Algebra is a universal theme that runs through all of mathematics, and it is a tool required by nearly all aspects of the economy. Many businesses and industries are requiring higher levels of thinking of their employees. This book is a set of essays, each pertaining to a specific aspect of the need to teach the fundamentals of algebra to the entire population. The following papers are included: (1) "The Problem, The Issues That Speak to Change" (Dene R. Lawson); (2) "Prior Experiences" (Hilde Howden); (3) "The Transition from Arithmetic to Algebra" (Richard Lodholz); (4) "Enhancing the Maintenance of Skills" (David J. Glatzer and Glenda Lappan); (5) "Teacher Expectations of Students Enrolled in an Algebra Course" (Ross Taylor); (6) "Instructional Strategies and Delivery Systems" (Franklin D. Demana and Bert K. Waits); and (7) "Communicating the Importance of Algebra to Students" (Paul Christmas and James T. Fey). An annotated listing of resources includes the topics of expectations, equity, learning styles, cooperative learning, practices and programs, funding sources, instructional materials, manipulatives, and computer software. (CW)

ED 325 436 SO 030 380

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Universal Primary Education for Girls: India.

PUB DATE- 87
NOTE- 91p.; For related documents, see SO 030 378-383.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Area Studies; *Developing Nations; Educational Development; Educational Research; Elementary Education; *Equal Education; *Females; Foreign Countries; Literacy; Primary Education; Public Education; Tables (Data); *Womens Education
IDENTIFIERS- *Asia Pacific Region; *India

Universalization of primary education (UPE) is one of the major priority goals of all countries in the region of Asia and the Pacific. The developing countries are now engaged extensively in the formulation and implementation of policies, plans, and programs aimed at making adequate and suitable opportunities for primary education available to all children as soon as possible. Lower participation rates of girls in primary education is seen as one of the main obstacles to achieving full universalization of primary education in some of the countries of the region. This volume, one of a series that provides a comparative view of the position of UPE and its progress focuses on India with particular reference to girls' enrollment and participation. The six chapters in this volume look at: (1) national setting; (2) education of girls: the present situation; (3) problems of girls' education; (4) policies and programmes for girls' education; (5) research and innovations; (6) new initiatives for promoting girls' education and prospects for the coming years. A number of tables displaying data appear throughout the volume and in 13 appendixes. A 21-item bibliography is attached. (DB)

ED 325 453 SP 032 674

Wong, Lily Yee-Sheung
Trainees' Perceptions of Competence and Control in Teaching.
PUB DATE- Jul 90
NOTE- 12p.; Paper presented at the World Assembly of the International Council on Education for Teaching (Singapore, July 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Beginning Teachers; *Competence; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; Questionnaires; *Self Esteem; *Self Evaluation (Individuals); *Student Teacher Attitudes; Student Teaching; Teaching Experience
IDENTIFIERS- Singapore

Perceptions of one's competence and control in a task are related to one's confidence in doing a task and attitude towards it. In teaching, it is assumed to be very important that teachers view themselves as competent in and in control of their teaching tasks. To investigate trainees' perceptions of control and competence, a short questionnaire was given to two tutorial groups of teacher trainees in the Certificate of Education programme for training primary school teachers. They were asked before going out to practice teaching whether they could teach well and to explain their perceptions of two teaching outcomes. After seven weeks of experience and practice in the schools, the same trainees were asked to give their perceptions of competence and control in their teaching performance. Comparisons of their perceptions before and after teaching practice indicate the consistencies of causal attributions in teaching. Findings of this study provide insights to teacher educators and to the developers of teacher training programmes. (Author/JD)

ED 325 470 SP 032 713

Srinivasan, Natarajan; Shaughnessy, Michael F.
Profiles in Teaching: A Celebration of Idealistic Perspectives.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; Culture; *Educational History; Ethics; *Moral Values; *Non Western Civilization; Self Actualization; *Social Characteristics; *Teacher Role; Teaching Methods
IDENTIFIERS- *Idealism

This paper presents an overview of the history of teaching in ancient societies. Discussion centers on the role of the teacher and the purposes of education in non-Western civilizations: India, China, Egypt, Persia, and Israel. The close links between formal education and social structure are noted as well as the influence of religious beliefs on educational content. The contributions of the ancient Greeks to knowledge and scientific inquiry are discussed. It is emphasized that in all the ancient educational systems and models of teaching, idealism was stressed for the well-being of individuals and society. The continuing importance of idealism in the modern world of teachers is pointed out. (JD)

ED 325 529 TM 015 800

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
National Academic Advisory Report Card Act of 1990. Report To Accompany S. 3095 from the Committee on Labor and Human Resources, Senate, 101st Congress, 2d Session.
PUB DATE- Oct 90
NOTE- 13p.; Calendar No. 972.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Data Analysis; Data Collection; Educational Assessment; *Educational Legislation; Educational Objectives; Elementary Secondary Education; *Federal Legislation; *National Surveys; *Outcomes of Education
IDENTIFIERS- National Report Card; Proposed Legislation

The U.S. Senate Committee on Labor and Human Relations reviewed the National Academic Advisory Report Card Act of 1990 (Senate Bill 3095) to authorize the creation of a National Report Card to be published annually to measure the educational achievement of both students and schools and to establish a National Council on Educational Goals. The Committee reported favorably on the bill and recommended its passage without amendment. Contents of the report include: (1) a summary of the bill; (2) the legislative history of the bill; (3) the background and need for the legislation; (4) committee views; (5) votes in committee; (6) Congressional Budget Office cost estimates; (7) the regulatory impact statement; (8) a section-by-section analysis; and (9) minority views by four opposing senators. The council to be established would have no more than 18 members, appointed as specified; and would collect and analyze information about educational achievement, monitor and establish a timetable for reporting progress toward the national educational goals for the year 2000, and publish the annual Report Card. (SLD)

ED 325 257 PS 019 234

Collins, Raymond C.; And Others
Collins Management Consulting, Inc., Vienna, VA.
Head Start Research and Evaluation: A Blueprint for the Future. Recommendations of the Advisory Panel for Head Start Evaluation Design Project.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Sep 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Compensatory Education; *Evaluation Methods; Financial Support; Preschool Education; Program Development; *Research Design; *Research Needs
IDENTIFIERS- *Project Head Start
This report presents the key findings and recommendations of the Advisory Panel for the Head Start Evaluation Design Project. The principal audiences for the report are: (1) leadership and staff of the Administration for Children, Youth, and Families (ACYF) who have administrative responsibility for Head Start; and (2) local Head Start programs. Section 1 discusses eight recommendations for an overall strategy and general principles. Section 2 presents recommended research directions considered important for building a knowledge base. Section 3 offers the panel's recommendations for research support activities that are needed to create an infrastructure for Head Start research and evaluation. A variety of groups are encouraged to collaborate with ACYF by supporting Head Start studies or by launching parallel research and evaluation initiatives. Foundations, research institutes, universities, state and local education agencies, the Department of Education, local child development and early childhood education programs, and policymakers may find the report useful for framing research issues and approaches. (RH)

ED 325 418 SO 030 068

Shaver, James P.
The Search for Truth: An Editor's Perspective.
PUB DATE- 89
NOTE- 18p.; Paper was presented at the Annual Meeting of the National Council for the Social Studies (St. Louis, MO, November 10, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Editors; Educational Research; Elementary Secondary Education; Reference Materials; *Research Tools; Social Science Research; *Social Studies

The editor of the 'Handbook of Research on Social Studies Teaching and Learning" outlines the reasoning behind and the anticipated content of the handbook. The volume discusses the following topics: audience; scope; style; dimensions of social studies; teachers; students; contexts of social studies education; subject and objectives components; components of instruction; social studies and other curriculum areas; and international perspectives. An appendix outlines the sections and chapters of the handbook. (DB)

ED 325 573 UD 027 712

Ramirez, Elizabeth Weiser
ASPIRA Association, Inc., Washington, DC. National Office.
Hispanic Community Organizations: Partners in Parental Involvement. Research Notes, No. 1, 1990.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *Community Coordination; *Community Organizations; Elementary Secondary Education; *Hispanic Americans; Parent Attitudes; *Parent Participation; Parent Responsibility; *Parent Role; *Parent School Relationship; Teacher Attitudes

This brief overview of research on Hispanic parents' cooperation in supporting their children's education focuses on the need to support parents so that they can, in turn, participate in their children's education. It suggests that local Hispanic community agencies have an important role in bringing schools and parents together. The following topics are covered: (1) barriers to parental involvement; (2) Hispanic parents' interest; (3) action from schools; (4) barriers to school action; and (5) community involvement with parents and schools. Included is an 11-item reference list and a list of other ASPIRA publications. (MYM)

ED 325 589 UD 027 735

Rafferty, Yvonne; Rollins, Norma
Advocates for Children of New York, Inc., Long Island City.
Homeless Children: Educational Challenges for the 1990s.
PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Access to Education; *Children; Compliance (Legal); *Disadvantaged Youth; Elementary Secondary Education; Federal Aid; *Federal Regulation; Federal State Relationship; Government Role; *High Risk Students; *Homeless People; Housing Needs
IDENTIFIERS- Stewart B McKinney Homeless Assistance Act 1987

This paper identifies the educational problems confronting homeless children, describes the Federal response to these problems, and discusses challenges for the 1990s. Although homeless children want to go to school more often than their permanently housed peers, they typically confront significant obstacles to access because of local enrollment requirements, including problems involving residency, guardianship, special education, school records, and transportation. Beyond access, the most serious educational problems for homeless children are poor school attendance and poor academic performance. The principle Federal response has been the Stewart B. McKinney Homeless Assistance Act, 1987, which aimed to facilitate integrating homeless children into existing public school systems and programs. Title VII, Subtitle B of the McKinney Act guarantees homeless children access to public education and provides Federal funding to states to implement this policy. Challenges that remain unmet relative to McKinney Act homeless education measures include the following: (1) noncompliance at both state and Federal levels, arising from the Act's failure to provide a statutory guarantee for a free and appropriate education for homeless children; (2) failure to ensure that homeless children receive adequate educational services once they are enrolled in school; and (3) inadequate funding levels for educational services. A list of 21 references is appended. (AF)

ED 325 603 UD 027 757

Center on Budget and Policy Priorities, Washington, DC.
Rich-Poor Income Gap Hits 40-Year High As Poverty Rate Stalls.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Cycles; *Economic Climate; Economic Research; *Income; *Poverty; Salaries; Unemployment; Wages
IDENTIFIERS- *Income Distribution; *Income Groups; Recession

On September 26, 1990, the Census Bureau released its 1989 figures on poverty and income which showed that no significant progress was made in reducing poverty in 1989, and that gaps between rich and poor and between the wealthy and the middle class hit their widest points in more than 40 years. Although 1989 marked the seventh year of economic recovery, the poverty rate remained higher than in any year of the 1970s. Projected job layoffs and growing food stamp and welfare rolls indicate that the poverty rate has begun to rise in 1990. The new data also show that the lion's share of recent income gains has gone to the richest fifth, in fact, the largest share ever recorded. Furthermore, the Census Bureau does not record an individual's capital gains income, a substantial amount for this sector of the population. The maximum personal income it records is $299,000. If a person earns $1 million a year, it is recorded as $299,000. The poverty rate was much higher in 1989 than in 1979, although the unemployment rate was similar in both years. The poverty rate for Hispanics and children rose dramatically from 1979 to 1989; it declined for the elderly. Declining wage levels, reductions in government benefits, and an increase in the number of families headed by single women have contributed to this trend. In a separate report released the same day, the Census Bureau discussed alternative measures of poverty, such as counting after-tax rather than before-tax income, counting medical benefits as income, omitting the homeless from poverty data, and including food stamps as income. Data are presented in four tables and four graphs. (DM)

ED 325 286 RC 017 864

Taylor, Dorothea M.
Alaska Association for Computers in Education, Anchorage.
Computer Based Integrated Learning Systems in Rural Alaska: An Evaluation of the Jostens Learning System.
PUB DATE- Apr 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; *Integrated Activities; Integrated Curriculum; *Learning Activities; *Multimedia Instruction; Programed Instructional Materials; Program Effectiveness; *Rural Education
IDENTIFIERS- *Alaska; *Integrated Learning Systems

Integrated learning systems (ILS) are comprehensive packages of computer based instruction that includes hardware, courseware, and an instructional management system. This paper describes and evaluates the ILS being used by Yupiit school district (Alaska). The basic program consists of a K-12 reading, writing, and math system made by Jostens Learning Corporation. The paper offers responses to the following five questions: (1) What is an ILS?; (2) How well can the Jostens system match the districts' curricula?; (3) What unique characteristics does the system have, and how critical are they to success?; (4) What is the future for a computer-based ILS in bush schools?; and (5) What are some recommendations for more effective use of ILS in bush schools? The responses to these questions are drawn largely from Jostens Learning Corporation materials and from a survey of Alaska teachers using the system. The system uses multimedia technology, including full-color display, animation, music, digitized human voice, and mouse and keyboard input throughout the entire curricula. Teachers reported a largely favorable assessment of the ILS, while expressing the need for continued inservice training. The document concludes that the teacher's role is crucial to curriculum development, including the selection and use of integrated learning systems. (TES)

ED 325 300 RC 017 888

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
Reauthorizing the Tribally Controlled Community College Assistance Act of 1978 and the Navajo Community College Act. Report (To Accompany S. 2167). 101st Congress, 2nd Session, Senate.
PUB DATE- Jul 90
NOTE- 24p.; Calendar No. 692.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Community Colleges; *Demonstration Centers; *Endowment Funds; *Federal Aid; Federal Legislation; *Gifted; Special Education; Talent; Two Year Colleges
IDENTIFIERS- American Samoa; Guam; Tribally Controlled Comm Coll Assist Act 1978; *Tribally Controlled Schools

This Senate report provides background material to accompany Senate Bill 2167, which reauthorizes tribally controlled community colleges, reauthorizes the tribal college endowment program, and authorizes the establishment of demonstration centers for gifted and talented children in Guam, American Samoa, and Alaska. The 22 tribally controlled community colleges are located in 10 midwestern and western states, and all but 2 are located on Indian reservations. Present enrollment totals about 18,000, of which about 10% is non-Indian and not counted for purposes of federal funding. Senate Bill 2167 provides $3.2 million for technical assistance, $30 million for operational grants, and funds necessary for construction. On a matching basis, 20 tribal colleges received endowment grants in fiscal year 1989 averaging $12,000. The bill reauthorizes the endowment program at $5 million for 1990 and 1991 and at $10 million for 1992, and allows real and personal property donated to the endowment to qualify for matching funds. In the Pacific Islands, educational resources are extremely limited. New demonstration centers authorized by the bill will provide the same opportunities for gifted and talented programs that are available to children nationwide. Important functions of the centers will be to develop criteria for identifying gifted and talented Samoan, Guamanian, and Alaska Native children; to develop culturally relevant programs; and to provide cross-cultural training for teachers. A scholarship program will cover higher education tuition and travel costs for Samoan and Guamanian students. (SV)

ED 325 350 SE 051 686

Norwegian National Commission for UNESCO, Oslo.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

European Environmental Education for Our Common Future. European Regional Seminar Report. Report from the Norwegian National Commission for UNESCO Seminar (Lillehammer, Norway, May 7-12, 1989).

PUB DATE- Sep 89

NOTE- 45p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Environmental Education; Foreign Countries; *Instructional Materials; *International Cooperation; Program Descriptions; Science Activities; Science Education; *Secondary Education; Secondary School Science; Seminars; *Teaching Methods

IDENTIFIERS- *Associated Schools Project; *UNESCO

A seminar on the promotion of international cooperation and peace through environmental education (EE) within the framework of the UNESCO Associated Schools Project was held in Norway. The seminar was held against the background of increasing concern about environmental questions and an increasing awareness that the well-being and the future of the world depend upon reaching and maintaining harmony of nature and humankind. The seminar had three specific objectives: (1) to identify EE activities carried out by the Associated Schools; (2) to examine effective teaching materials, approaches and materials developed by the Associated Schools; and (3) to prepare the framework for a teacher's handbook for use in European secondary schools. Included in this document are: (1) a summary of deliberations; (2) a definition of the goals of EE; (3) a review of the status of EE in Associated Schools; (4) a review of the content, approaches and effective teaching methods for EE in Europe; (5) recommendations; and (6) the guidelines for the preparation of a teacher's guidebook on environmental education. (CW)

ED 325 402 SE 051 743

Bettencourt, Antonio
What Is Constructivism and Why Are They All Talking About It?
PUB DATE- 15 May 89
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Cognitive Ability; *Cognitive Development; *Cognitive Processes; Cognitive Structures; Comprehension; Concept Formation; Developmental Stages; Educational Background; *Elementary School Science; Elementary Secondary Education; *Epistemology; *Experiential Learning; Knowledge Level; Learning; Performance; Piagetian Theory; Science Education; *Secondary School Science
IDENTIFIERS- *Constructivism

An overview is presented of the epistemology of the three types of constructivism. Criticized is another interpretation of constructivism; it is stated that this interpretation is trivial, cognitively abridged, and disrespectful of students' capacities, creativity, and imagination. Constructivism has to go beyond saying that knowledge is constructed, it has to specify the purposes and processes of knowing which are discussed. The processes of assimilation, accommodation, and equilibration and their constraints are described. Behaviorism is compared to constructivism in terms of knowledge, learning, and teaching. (KR)

ED 325 486 TM 015 694

Lindblad, Sverker; Prieto, Hector Perez
Uppsala Univ. (Sweden). Dept. of Education.

Experiences of Schooling in the Welfare State: A Longitudinal Study of Life Trajectories and Legitimation of Education in Sweden.

SPONS. AGENCY- National Swedish Board of Education, Stockholm.; Swedish Council of Humanities and Social Sciences, Stockholm.
PUB DATE- 90
NOTE- 32p.; Paper presented at the Annual Congress of Applied Psychology (22nd, Kyoto, Japan, July 22-27, 1990). For a related document, see TM 015 695.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Cohort Analysis; *Educational Experience; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Life Events; Longitudinal Studies; Outcomes of Education; *Social Class; Socioeconomic Status; *Student Attitudes; Student Development
IDENTIFIERS- *Sweden

Life trajectories and education in a welfare state were examined from two points of departure. The ways in which education as a system is related to social origin, gender, and career were analyzed in a longitudinal study following a cohort of 671 students (329 males and 342 females) in a Swedish community through the educational system and into the labor market from age 7 to age 23 years. A total of 352 of these students had working class careers, and 319 of these students had middle class careers. Data for 655 of the students underwent more detailed statistical analyses. Secondly, students' concepts of education were examined through criticisms and visions of a better school life as found in the life stories of 26 26-year-old participants in the longitudinal study. The functioning of the system of education in the society is described and contrasted with the lived experiences of persons in different careers and positions in society. The impact of education on the lives of citizens of the welfare state and the meaning of school experiences in the reproduction of education and educational change are reviewed. Three tables and three graphs illustrate the study. An appendix contains results of covariance analyses of performance dependent on social background, career, gender, and school and earlier performance; and subjects' criticisms and visions of education. (SLD)

ED 325 501 TM 015 731

Sonnenberg, William; And Others
National Center for Education Statistics (ED), Washington, DC.
Proceedings of the Annual Federal Forecasters Conference (2nd, Washington, D.C., September 6-7, 1989).
PUB DATE- Jul 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Conference Proceedings; *Decision Making; Educational Change; Educational Policy; *Federal Government; *Futures (of Society); *Long Range Planning; Policy Formation; *Prediction; Predictive Measurement; Program Development; Public Policy; Social Change; *Trend Analysis
IDENTIFIERS- *Federal Forecasters

The Second Annual Federal Forecasters Conference, "Forecasting and Public Policy", provided a forum where forecasters from various Federal agencies could meet and discuss aspects of forecasting in the U.S. Government. A total of 140 forecasters from 42 Federal agencies and other organizations attended the conference. Opening remarks by Co-Chairs W. C. Sonnenberg, D. E. Gerald, S. Ahmed, and B. V. Manno are summarized. The keynote speech, "Program Projection in a Dynamic Environment", by Major General W. H. Reno; and the featured speech, "Importance of Forecasting to Budget Policy", by R. G. Penner of the Urban Institute are presented. Brief summaries are included for the following panel discussions and accompanying papers: (1) "Overview of Projection Activities at Federal Agencies" (panel); (2) "Lessons from Strategic Planning in Federal Agencies" (panel); (3) "Small-Area Projections" (panel); (4) "GRAF-FIX" (D. G. Hackmann); (5) "Small-Area Projections at Bureau of Economic Analysis" (K. Johnson); (6) "Forecast Evaluation" (panel); (7) "Useful Criteria to Select Which Forecast or Estimation Method Is Better" (B. Klugh, Jr.); (8) "Evaluating Macroeconomic Forecasts" (H. O. Stekler); (9) "Forecasting Techniques" (panel); (10) "Traffic Forecasting" (P. I. Hazen); (11) "Forecasting Postal Mail Volumes" (J. B. Cohen); (12) "Forecasting and Public Policy" (panel); (13) "Forecasting and Policy Analysis" (T. Su); (14) "Forecasting Age-Related Disability: Ramifications for Public Policy" (S. C. Brown); (15) "Immigration Policy Issues" (E. M. Larson); (16) "Forecast Accuracy" (panel); (17) "Forecast Accuracy of U.S. Public School Enrollment Projections by State" (D. Gerald and W. C. Sonnenberg); (18) "The Accuracy of National Population Projections by Age" (J. F. Long); (19) "Econometric Models" (panel); (20) "The Development of a Small Multicountry Macroeconomic Model" (J. R. Malley); (21) "Bureau of Health Profession's Econometric Model of the Dental Sector" (G. L. Bronstein and H. Traxler); (22) "Forecasting Models" (panel); (23) "PCAEO Model" (M. D. Lehr); (24) "The Treasury Estate Tax Micro-Simulation Model" (D. Joulfaian); (25) "Forecasting in Federal Agencies: How Long Is the Chain?" (panel); (26) "Manpower Planning" (panel); (27) "Supply and Demand of New Science and Engineering Ph.D.'s" (E. Collins); and (28) "Physician Manpower Planning" (J. Katzoff and J. Cultice). The conference agenda is provided, and participants' names and addresses are listed. A bibliography of 68 Federal forecasting publications is included. (SLD)

ED 325 515 TM 015 764

Samejima, Fumiko
Tennessee Univ., Knoxville. Dept. of Psychology.
Validity Study in Multidimensional Latent Space and Efficient Computerized Adaptive Testing. Final Report.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 24 Sep 90
NOTE- 90p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Distractors (Tests); Equations (Mathematics); Estimation (Mathematics); Evaluation Research; *Federal Programs; Graphs; *Item Response Theory; Mathematical Models; Nonparametric Statistics; *Research Projects; *Test Validity
IDENTIFIERS- Final Reports; Information Function (Tests); *Multidimensional Latent Space

This paper is the final report of a multi-year project sponsored by the Office of Naval Research (ONR) in 1987 through 1990. The main objectives of the research summarized were to: investigate the non-parametric approach to the estimation of the operating characteristics of discrete item responses; revise and strengthen the package computer programs and implement them in the Unix Operating System; investigate computerized adaptive testing procedure and use it in the SUN microcomputer system networked with personal computers; investigate multidimensional latent trait theory; and study item validity and test validity using the multidimensional latent space. Products published or presented during the research period included: five research reports through the ONR; a special contribution paper, "Comprehensive Latent Trait Theory"; 13 papers presented at conferences; and other seminars and research collaborations. This report reviews: (1) backgrounds and basic concepts used throughout the research; (2) two formulae for modification of the test information function; (3) the reliability coefficient and standard error of measurement in classical test theory in the context of latent trait models; (4) validity measures in the context of latent trait models; (5) the non-parametric approach to estimation of the operating characteristics of discrete item responses; (6) content-based observation of informative distractors and the efficiency of ability estimation; and (7) efficient computerized adaptive testing. Thirty graphs and five data tables are included. A 167-item distribution list is appended. (SLD)

ED 325 544 UD 027 552

Knowles, Michael
Refugee Policy Group, Washington, DC.
The International Conference on Indochinese Refugees and Its
Aftermath. Refugee Policy Group Issue Brief.
PUB DATE- Aug 89
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Immigrants; *Laotians; Migration; Policy Formation;
*Political Attitudes; Program Descriptions; *Refugees;
*Relocation; *Safety; *Vietnamese People
IDENTIFIERS- *Policy Analysis

A conference on Indochinese refugees, attended by representatives of Southeast Asian countries of first asylum and Western resettlement countries, has developed a Comprehensive Plan of Action (CPA) prescribing new measures to address continuing emigration from Vietnam and Laos. The CPA calls for the following measures: (1) controls on departures from Vietnam; (2) an expanded Orderly Departure Program for legal exit from Vietnam; (3) guarantees for safe arrival and humane treatment of asylum seekers by neighboring countries; (4) a regional refugee status determination process; (5) continued resettlement abroad for those accorded refugee status; an (6) the return of nonrefugees to their countries of origin. The first asylum countries protested the economic and security burdens imposed by immigration, and emphasized that all asylum seekers should be resettled outside the region or returned to their countries of origin. Vietnam asserted that warfare and economic isolation have destroyed the country's economy, affirmed the right for their citizens to emigrate, and opposed involuntary return. The Western resettlement countries emphasized the need to preserve firs asylum in the region and to regularize timely legal departure, but protested involuntary return. Nongovernmental organizations (NGOs) from Europe, North America, and Australia called for protection of the rights of refugees while working to improve conditions in Vietnam. The following implementation issues require further attention: (1) safe arrival; (2) refugee status determination; (3) safe return; and (4) orderly departure. (FMW)

ED 325 559 UD 027 681

Randall-David, Elizabeth
Association for the Care of Children's Health, Washington, DC.
Strategies for Working with Culturally Diverse Communities and Clients.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jun 89
NOTE- 99p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Amish; Asian Americans; Blacks; *Counseling Techniques; *Cross Cultural Training; Cultural Awareness; Cultural Differences; *Cultural Traits; *Ethnic Groups; Haitians; Health Promotion; Hispanic Americans; *Intercultural Communication; *Medical Care Evaluation; Public Health
IDENTIFIERS- *Hemophilia

This guide, originally written to aid in the identification and education of ethnic minority patients with hemophilia, has been published to assist community groups in a range of educational, medical, and social service outreach efforts. It begins with two introductory chapters on ethnic identity and intergroup relations. Chapter 3 offers suggestions for learning about the target community. Chapter 4 contains guidelines for locating community groups and individual clients who require education, counseling, and/or treatment. Chapter 5 discusses the use of interpreters to enhance cross-cultural communication. Chapter 6 provides practical information on working with Amish persons, Asian Americans, Black Americans, Haitians, and Hispanics. A bibliography of 67 items follows. Appendix A contains a list of assessment questions to aid the user in understanding medical systems within different cultural contexts. Appendix B contains Bloch's Ethnic/Cultural Assessment Guide, an outline for interviewers. Appendix C is a list of names and addresses of organizations serving culturally diverse communities. (DM)

ED 325 317 SE 051 652

Virginia State Dept. of Waste Management, Richmond. Div. of Litter & Recycling.

Trash Trends, Level 3. Teacher Guide. Operation Waste Watch.

PUB DATE- 80
NOTE- 47p.; For related documents, see SE 051 649-656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; Elementary School Science; *Environmental Education; *Grade 3; Instructional Materials; Interdisciplinary Approach; Primary Education; Science Activities; Science Education; Science Instruction; Science Materials; *Solid Wastes; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Virginia

Operation Waste Watch is a series of seven sequential learning units which addresses the subject of litter control and solid waste management. Each unit may be used in a variety of ways, depending on the needs and schedules of individual schools, and may be incorporated into various social studies, science, language arts, health, mathematics, and artistic activities. Each unit consists of a teacher's guide, filmstrip-cassette set, activity cards, test materials, duplicating masters, and a poster. This document contains the teacher's guide and activity cards for the third-grade unit entitled "Trash Trends." In this unit, students trace historical changes in consupmtion and packaging. They also study the roles of packaging in everyday life and learn the meaning of "biodegradable." Twelve individual- and 15 class-ativity cards are included. (CW)

ED 325 419 SO 030 072

Manitoba Dept. of Education and Training, Winnipeg. Curriculum Development and Implementation Branch.

Social Studies Assessment Program: Grade 4 and Manual and Scoring Key.

PUB DATE- Jun 89

NOTE- 53p.; For related documents, see SO 030 073-074.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Answer Keys; *Course Evaluation; *Educational Assessment; Educational Resources; *Evaluation Methods; Foreign Countries; *Grade 4; Instructional Materials; Intermediate Grades; *Outcomes of Education; *Social Studies; Standardized Tests; Student Evaluation; Test Manuals

IDENTIFIERS- Manitoba

Designed to assess the success of social studies instruction for grade 4 students in Manitoba, Canada, this test evaluation instrument contains a manual, scoring key and test. Administered to determine whether students learned important ideas and skills in social studies instruction, the results of the test will be used to improve social studies instruction in Manitoba schools. The manual and scoring key segment include instructions for administering the test, collecting the test materials, a scoring key, and a sample answer sheet. The test covers thinking and research skills, attitudes and values, social participation, and knowledge/concepts. Incorporated into the design of the test instrument are multiple choice questions, essays, opinion, and agree/disagree questions. (NL)

ED 325 471 SP 032 716

Stones, Edgar
Collegial Appraisal for the Enhancement of Pupil Learning.
PUB DATE- 86
NOTE- 16p.; Paper presented at a Conference of the British Educational Research Association on "Appraising Appraisal" (1966).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Collegiality; Concept Teaching; Curriculum Enrichment; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Higher Education; *Instructional Effectiveness; Learning Processes; *Peer Evaluation; Problem Solving; Teaching Methods

It is argued that current views of teaching as delivering curriculum underestimate the nature of teaching and imply simplistic views of human learning. The current vogue for teacher appraisal, which stresses a managerial approach, assumes that teaching is relatively easily quantified and measured, and it overlooks the value-laden nature of views on teaching. An alternative approach to appraisal stresses collegiality, focusing on complex human learning, particularly problem solving. Because teaching is a complex, value-laden, and theoretically based activity, appraisal should be collegial, with teachers cooperating in mutual pedegogical development. Appraisal should not be managerial and imposed from outside. An approach with practicing teachers working along these lines with a university school of education is described and analyzed. (Author/JD)

ED 325 530 TM 015 801

Wisconsin State Dept. of Public Instruction, Madison.
Basic Facts about Wisconsin's Elementary and Secondary Schools, 1989-90. Bulletin No. 91017.
PUB DATE- 90
NOTE- 325p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Elementary Schools; Elementary Secondary Education; Enrollment; Federal Aid; *Institutional Characteristics; Program Costs; School Demography; *School Districts; *Secondary Schools; State Aid; Statistical Data; *Tables (Data)
IDENTIFIERS- *Wisconsin

Basic information in tabular form is presented about the elementary and secondary schools in Wisconsin. Introductory tables contain such information as alternative names of school districts; the numbers of schools; and enrollment, staffing, and other demographic data for each school district. Tables in section A give the complete annual school cost per member for the state as a whole and for each district. In Section B, information is presented on the distribution of state aid dollars for 1988-89; figures are summarized by program and by school district. Tables in section C gives estimated equalization and supplemental aid eligibility for 1989-90. In Section D, estimated 1989-90 eligibilities for other forms of aid (estimated minimum aid, special adjustment aid, and integration transfer aid) are listed in three tables. Section E is a glossary of terms used in Sections A through D. (SLD)

ED 325 334 SE 051 670

Tew, E. James, Jr.

A Comparison of Time Needed To Complete Measurement Tasks Using Customary and Metric Systems.

PUB DATE- 84
NOTE- 25p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adult Education; Higher Education; *Industrial Training; Instrumentation; Job Skills; *Job Training; Labor Education; Mathematics Education; *Measurement; Measurement Equipment; *Metric System; Postsecondary Education; Science Education; *Technology; Vocational Education

Adult students taking a dimensional metrology course usually do so to fulfill a need for their present employment, advancement, or expected employment. In order to assure that the quality of training is maintained it has become necessary to investigate alternatives to existing instructional approaches whereby the contents of the course can be within the existing number of classroom hours. The purpose of this research was to compare the time difference between use of metric and customary measurement instruments by adults trained in the use of both measuring systems. The methodology included measuring industrial parts by two measuring instruments commonly used in industry. Sample questions, standard deviations, and t-test calculations are appended. (KR)

ED 325 368 SE 051 704

Duschl, Richard A.

Guiding Science Instruction: The Use of Historical Analyses.

PUB DATE- 90

NOTE- 26p.; Paper was presented as part of the symposium "Can a Logic of Discovery Define Strategic Knowledge?" at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; Cognitive Structures; Concept Formation; Concept Teaching; Educational History; Educational Research; *Elementary School Science; Elementary Secondary Education; Fundamental Concepts; *Models; Research; Science Education; Science Education History; Science History; *Science Instruction; *Secondary School Science; Theories; *Theory Practice Relationship

The process of conceptual change, in learners and in scientific knowledge, indicates that: (1) change involves complex and varied commitments to methods of investigation, aims and goals of investigation, and prior knowledge; (2) change leads to consensus forming or dissensus forming activities; (3) knowledge claims and procedures for testing knowledge claims are not held to be equally important by individuals; and (4) anomalous data play an important role in bringing about changes to commitments and fostering either consensus or dissensus forming activities. Historical episodes of the development of theory, method, and aim commitments within a specific scientific domain are the way these four indicators can be incorporated into a science curriculum. The relationship between the intended curriculum and the implemented curriculum is described. A principled reasoning curriculum can be designed using frameworks from the history and philosophy of science that describe knowledge change. (KR)

ED 325 386   SE 051 726

North Carolina State Dept. of Public Instruction, Raleigh. Media Evaluation Services.
Science. Advisory List of Instructional Media.
PUB DATE- Jul 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Books; *Elementary School Science; Elementary Secondary Education; *Instructional Materials; Science Education; *Science Materials; *Secondary School Science

This annotated bibliography lists books, books in series, books for teacher use, reference books, supplementary texts, filmstrips, study prints, videocassettes, and videocassettes in series. The materials listed may be used for enrichment, leisure, and other purposes by as many students in as many grades as feasible. Such use will ensure that students performing at, above, and below their grade placement have access to a wide variety of materials to meet their personal needs and interests. Included for each entry are a complete citation, number of pages, cost, availability, grade levels, articulation information with the Competency-Based Curriculum for North Carolina, and an annotation. A directory of publishers for use with this list is provided. (CW)

ED 325 403 SE 051 744

Souviney, Randall; And Others

Teacher Qualifications and Secondary Mathematics Instruction: Retraining and Recruitment Needs in San Diego, California.

PUB DATE- 1 Jan 85
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Observation Techniques; Computers; *Inservice Teacher Education; Interviews; Mathematics Education; *Misassignment of Teachers; Preservice Teacher Education; *Problem Solving; Program Descriptions; Surveys; Teacher Characteristics; *Teacher Qualifications; *Teacher Recruitment; Teacher Transfer; *Teaching Experience; Teaching Skills
IDENTIFIERS- *California Mathematics Project

This report summarizes the activities of the California Mathematics Project established in 1983 using survey data, classroom observations, and interviews. The central goal of this program was to provide leadership in improving the quality of mathematics instruction throughout the state of California. Information was collected for use in planning re-training programs for secondary mathematics teachers. The survey results indicate that a proportion of teachers are new-to-mathematics instruction, teach mathematics on a part-time basis, and have transferred to their current position from non-mathematics departments within the same district. Problems with problem solving, the lack of computer integration, responses to student needs, modeling, student motivation, socio-economic level, teaching schedules, class size, teaching style, and job satisfaction are identified from class observations and interviews. Recommendations are included. (KR)

ED 325 437 SO 030 381

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Universal Primary Education for Girls: Nepal.
PUB DATE- 87
NOTE- 65p.; For related documents, see SO 030 378-383.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Area Studies; *Developing Nations; Educational Development; Educational Research; Elementary Education; *Equal Education; *Females; Foreign Countries; Literacy; Primary Education; Public Education; Tables (Data); *Womens Education
IDENTIFIERS- *Asia Pacific Region; *Nepal

Universalization of primary education (UPE) is one of the major priority goals of all countries in the region of Asia and the Pacific. The developing countries now are engaged extensively in the formulation and implementation of policies, plans, and programs aimed at making adequate and suitable opportunities for primary education available to all children as soon as possible. Lower participation rates of girls in primary education is seen as one of the main obstacles to achieving full universalization of primary education in some of the countries of the region. This volume, one of a series that provides a comparative view of the position of UPE and its progress, focuses on Nepal with particular reference to girls' enrollment and participation in primary education. The seven chapters in this volume include: (1) introduction; (2) enrollment, retention and achievement; (3) provision of school facilities and female teachers; (4) factors affecting educational participation; (5) national policies and their impact on the education of girls; (6) programmes related to the promotion of girls' education; and (7) new plans and strategies. A number of tables displaying data appear throughout this volume. (DB)

ED 325 454 SP 032 679

Evans, Shirley King
National Agricultural Library, Beltsville, MD.

Nutrition Education Printed Materials and Audiovisuals: Grades Preschool-6, January 1979-May 1990. Quick Bibliography Series.

PUB DATE- Sep 90
NOTE- 118p.; Updates QB 89-79. For companion volume for grades 7-12, see SP 032 680.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Audiovisual Aids; Bibliographic Records; Databases; Elementary Education; *Instructional Materials; *Nutrition Instruction; Preschool Education; *Publications; *Resource Materials

This annotated bibliography contains 327 citations from AGRICOLA, the U.S. Department of Agriculture database, dating from January 1979 through May 1990. The bibliography cites books, print materials, and audiovisual materials on the subject of nutrition education for grades preschool through six. Each citation contains complete bibliographic information, descriptors, and abstract. The search strategy for locating materials is printed in the introduction, as is information on authorized users and how to access the database. (JD)

ED 325 574 UD 027 717

Massachusetts State Dept. of Education, Boston.
State Plan to Address the Educational Needs of Homeless Children and Youth.
PUB DATE- May 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Children; *Disadvantaged Youth; *Educational Legislation; *Educational Needs; Educational Policy; Elementary Secondary Education; *Homeless People; Student Transportation; Youth
IDENTIFIERS- *Massachusetts; *Stewart B McKinney Homeless Assistance Act 1987

The purpose of this document is to give guidance to local educational agencies and supply them with resources to meet the educational needs of homeless children in Massachusetts in accordance with the Stewart B. McKinney Homeless Assistance Act (PL 100-77). Contents are as follows: "Part I, Introduction" discusses the history and purpose of the law and provides relevant definitions; "Part II, Federal Laws and Massachusetts Laws and Policies regarding Education of Homeless Children and Youth"; "Part III, Goals, Objectives of the Massachusetts Department of Education relating to the Education of Homeless Children"; and "Part IV, Appendix," which contains a list of objectives, a timeline for proposed activities, and a list of regional liaison officers. (DM)

ED 325 258 PS 019 240

Pratt, Sherry J.; Moesner, Cheryl

A Comparative Study of Traditional and Cooperative Learning on Student Achievement.

PUB DATE- Oct 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Classroom Research; Comparative Analysis; *Conventional Instruction; *Cooperative Learning; Educational Practices; *Elementary School Students; Grade 5; Intermediate Grades; *Low Achievement

The purpose of this study was to determine whether cooperative learning would produce higher achievement test scores among low-ability fifth-graders than the traditional mode of instruction. Subjects were students in two low-ability classes, one taught by a teacher who used traditional instruction, and another taught by a teacher who used cooperative learning. Classes were given the California Achievement Test. Total reading, language, mathematics, and battery scores indicated that students in the cooperative learning class scored higher than students in the traditional class. There were statistically significant differences in favor of the cooperative learning class on mathematics and total battery scores. (RH)

ED 325 273 RC 017 819

Berliner, BethAnn; And Others
Far West Lab. for Educational Research and Development, San Francisco, Calif.

Rural Schools in California: A Demographic, Economic, and Educational State Profile. 1989.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Facilities; Educational Improvement; Elementary Secondary Education; Institutional Characteristics; Migration Patterns; Population Trends; *Public Schools; Rural Education; *Rural Schools; *Rural Urban Differences; *Small Schools; *Socioeconomic Influences; Statistical Surveys; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *California

This report profiles the condition of education in California's rural and small schools, placing public schooling and rurality into their social and economic contexts. The data focus on three issues: (1) the economic and social environments in which schools operate; (2) characteristics of rural schools, students, and teachers; and (3) school-improvement resources. California's counties are classified as rural, urban, mixed rural, or mixed urban. With more than 28 million people, California is the most populous state in the nation, with a broad ethnic mix. The state's population more than doubled between 1950 and 1980 and its economy is measurably strong. In 1988, the state's employment rate was 67%, slightly above the national average. In general, rural counties experience greater unemployment than urban counties. Rural schools made up 14.9% of the state's public schools, educating 8.5% of California's students in 1988. Rural schools are more homogenous than urban schools, but the rural student population is becoming more ethnically diverse. Because rural schools vary in size, economies of scale and allocating funds on a per-pupil basis work against rural schools for fixed operating costs. Attracting teachers to rural schools is difficult because of social isolation, lower salaries, limited mobility, and lack of personal privacy. California School Improvement Program (SIP) is a primary vehicle for rural school reform. SIP funds are used to improve curriculum, instruction, school climate, and school-community relations. The California School Leadership Academy offers a training program to address managerial, instructional, and curriculum leadership skills. (TES)

ED 325 287 RC 017 866

Hagstrom, David A., Ed.
Alaska Staff Development Network, Juneau.
Viewpoints: Reflections on the Principalship in Alaska.
PUB DATE- May 90
NOTE- 138p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Alaska Natives; Elementary Secondary Education; Personal Narratives; *Principals; *Rural Schools; *School Administration; School Community Relationship; *Small Schools; Teacher Administrator Relationship; *Work Experience
IDENTIFIERS- *Alaska

In this collection, 32 Alaskan principals, retired principals, assistant principals, and principals-to-be share their experiences as administrators and reflect on their feelings about the nature of the work and about schooling issues in Alaska. Nine of the writings were selected from "Totem Tales," the newsletter of Alaska's Association of Secondary School Principals. These brief pieces discuss entry level difficulties; building good relationships with students, teachers, and the community; cross-cultural issues in Native Alaska villages; experiences in very small, rural schools; handling financial problems; the principal as jack-of-all-trades; high risk students; school improvement programs; innovations in reading and writing instruction and vocational education; substance abuse problems; student discipline; and experiences with very cold weather, exploding volcanos, and wild animals. Black and white drawings by student artists illustrate the collection. (SV)

ED 325 351 SE 051 687

Council for Environmental Education, London (England).
Annual Review of Environmental Education 89.
PUB DATE- Jan 90
NOTE- 65p.; For the 1988 Annual Review see ED 308 085.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) .
DESCRIPTORS- *Educational Trends; Elementary School Science; *Elementary Secondary Education; *Environmental Education; Foreign Countries; *Instructional Materials; International Cooperation; Program Descriptions; Science Activities; Science Education; Secondary School Science; Seminars; *Teaching Methods
IDENTIFIERS- *United Kingdom

The purpose of this annual review is to report, evaluate, encourage and help guide progress in environmental education (EE), particularly as it relates to out-of-school youth education. It aims to provide a critical overview of the progress of EE in the United Kingdom, provide information on important initiatives and developments, and use evidence of the past year to identify issues and priorities for the coming year. Its goals are to assist and encourage all those interested or involved in working in this area by providing a coherent and authoritative review of the year and of trends. This issue includes articles organized under the following headings: (1) "Editorials"; (2) "President's Address"; (3) "Reviews of the Year"; (4) "Research and Development"; (5) "Aspects and Case Studies"; (6) "Issues and Reflections"; (7) "Educational Developments and Environmental Education"; (8) "International"; (9) "Updates and News"; and (10) "Book Reviews." A supplement included in this issue contains Member's reports from the Council for Environmental Education. (CW)

ED 325 545 UD 027 572

Karkhanis, Sharad, Ed.; Tsai, Betty L., Ed.
Asian/Pacific American Librarians Association, Brooklyn, NY.
Educational Excellence of Asian Americans: Myth or Reality? Papers presented at the Asian/Pacific Librarians Association Program of the 1988 American Library Association Convention (New Orleans, Louisiana, July 11, 1988).
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Asian Americans; *Cultural Influences; Elementary Secondary Education; High Achievement; Higher Education; *Minority Group Influences; Stereotypes; *Student Motivation
IDENTIFIERS- *Asian American Students; *Model Minority Thesis

This collection of three conference papers explores the myth of the educational excellence of Asian Americans. "The National Perspective" (L. Wright) contends that the educational success of Asian Americans is not a myth and that lessons drawn from the example of the academic achievement of Asian Americans can be applied to American education across the board. The following themes are common among the Asian American community: (1) love of learning; (2) love of the United States; (3) gratitude for the freedom and opportunities that this country offers; and (4) deep determination to succeed. "A Perspective of an Asian/American Educator" (T. Barrozo) argues that the educational excellence of Asian Americans is both a myth and a reality. He suggests, however, that even a favorable stereotype is a poor substitute for an appreciation of the rich cultural diversity exists among Asian nations and cultures. Furthermore, the "model minority" stereotype has discouraged the full participation of Asian Americans in areas other than mathematics and science. "A Perspective of an Asian/American Academician" (C. Izawa) reviews the relationship of academic achievement to genetic factors, motivational factors, and environmental factors, including cultural heritage and historical background. Findings indicate that any person of any color or of any national origin with normal intelligence who works extraordinarily hard and strives for excellence will achieve a high level of success in education. Statistical data are presented in three tables. Biographies of the authors are included. A 38-item annotated bibliography is appended. (FMW)

ED 325 590 UD 027 736

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Street Kids--Homeless and Runaway Youth. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources, United States Senate. One Hundred First Congress, Second Session.

PUB DATE- 7 Feb 90

NOTE- 133p.; Light, broken type on pages 11-23 will not reproduce clearly.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; Agency Role; *Crisis Intervention; *Disadvantaged Youth; Hearings; *Homeless People; Outreach Programs; Program Descriptions; *Runaways; Social Services; Youth Agencies; *Youth Problems

IDENTIFIERS- Administration for Children Youth and Families; Congress 101st; Runaway and Homeless Youth Program; Shelters

This hearing was the second in a series examining the impact of homelessness and dislocation on young people in America. This session focused on the problems of homeless and runaway adolescents. Witnesses described the need for multiple services for this population, for effective provision of services, and for greater coordination and planning. Opening statements were presented by Senators Christopher J. Dodd and Orrin M. Hatch. Statements and testimony of 12 participants were included in the hearing. Subjects covered in this session included the following issues and programs: (1) the Runaway and Homeless Youth Program; (2) incidence of runaway and homeless youth; (3) characteristics of runaway and homeless youth; (4) multiproblem youth; (5) transitional living models and programs; (6) the Independent Living Initiatives Program; (7) drug abuse prevention, AIDS prevention, and health care programs for runaway and homeless youth; (8) causes and consequences of homelessness; (9) barriers to service; (10) family reunification of runaway youth; (11) family problems, degree of resolvability, and appropriate levels of independence for young people from troubled homes; (12) varieties of service available through shelters; and (13) homeless youth in the suburbs. Descriptions of crisis intervention programs and shelters in Kansas City, Boston, Washington, D.C., Chicago, and suburbs south of San Francisco were included in the hearing. (AF)

ED 325 604 UD 027 774

Small, Ken; And Others
National Urban League, Inc., New York, N.Y.

The Thinning of the Net: An Analysis of Food Stamps, Population Change, and Poverty Growth. Strategic Issues Paper Series.

PUB DATE- Jul 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Blacks; *Economically Disadvantaged; Eligibility; Federal Programs; Hispanic Americans; *Population Trends; *Poverty Programs; Trend Analysis; *Welfare Recipients; Welfare Services; Whites
IDENTIFIERS- *Food Stamp Program

Changes in the Federal food stamp program have resulted in a reduction in the number of eligible people receiving needed food assistance and a weakening of the "safety net" that protects the needy from poverty, unemployment, and high medical costs. Blacks and Hispanic Americans appear to have been disproportionately affected by these changes. Analysis of statistical data from the United States Agriculture Department and the Census Bureau for 1980 through 1987 for the District of Columbia and the 34 states served by the Urban League indicates the following trends: (1) spending on the food stamp program declined 17.5 percent; (2) the number of food stamp recipients declined 7.4 percent; (3) only two-thirds of the persons currently eligible for food stamps are actually recipients; (4) the greatest decline in the number of recipients has occurred in those regions where the Black population is concentrated; and (5) the number of Blacks and Hispanic Americans living in poverty increased faster than the number of Whites living in poverty. The Urban League proposes a domestic version of the Marshall Plan, funded by reductions in the federal defense budet, as a means of renewing the war on poverty. A list of 35 references and 11 tables of statistical data are appended. (FMW)

ED 325 301 RC 017 889

Moran, Melba O.

Improving Science Vocabulary of Six Grade Migrant Students through a Program of Intensive Direct Vocabulary Instruction.

PUB DATE- May 90
NOTE- 49p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Instructional Design; *Instructional Effectiveness; Instructional Innovation; Intermediate Grades; *Migrant Education; Remedial Instruction; *Remedial Programs; Science Activities; *Science Instruction; Science Tests; Scientific Literacy; *Vocabulary Development

This case study describes a project designed to improve science vocabulary and comprehension of migrant sixth-grade students in a rural farming-community middle school. The project combined intensive direct teaching of science vocabulary with the national unified curriculum implemented in 1984. The subjects of the project were migrant children performing below grade expectations in science. The 10-week project has improved the students' pre- and posttest scores by at least 20% as evidenced by the Unified Science Curriculum tests, by at least 40% as evidenced by teacher-made science-vocabulary tests, and by at least one letter grade in science. Research has shown that meaningful learning occurs when the learner relates new information to what is already known, or when a reader's cognitive structure and the new material are related. The limited exposure of life in a rural farming community restricts the vocabulary of migrant students. Under the 10-week project, vocabulary instruction was an integrated activity. Remediation activities, such as frequent purposeful drills and reviews of key scientific terms, were used to improve migrant students' comprehension and use of scientific vocabulary. The document recommends the intensified vocabulary training program for improving science skills among migrant students. Unit tests are included. (TES)

ED 325 318 SE 051 653

Virginia State Dept. of Waste Management, Richmond. Div. of Litter & Recycling.

Let's Waste Less Waste, Level 4. Teacher Guide. Operation Waste Watch.

PUB DATE- 80
NOTE- 49p.; For related documents, see SE 051 649-656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; Elementary School Science; *Environmental Education; *Grade 4; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Science Activities; Science Education; Science Instruction; Science Materials; *Solid Wastes; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Virginia

Operation Waste Watch is a series of seven sequential learning units which addresses the subject of litter control and solid waste management. Each unit may be used in a variety of ways, depending on the needs and schedules of individual schools, and may be incorporated into various social studies, science, language arts, health, mathematics, and artistic activities. Each unit consists of a teacher's guide, filmstrip-cassette set, activity cards, test materials, duplicating masters, and a poster. This document contains the teacher's guide and activity cards for the fourth-grade unit entitled "Let's Waste Less Waste." In this unit, students examine changes which can be made in their homes to reduce solid waste and litter. They also explore various sources of litter in their communities. Twelve individual- and 17 class-activity cards are included. (CW)

Lamon, Susan J.
Ratio and Proportion: Cognitive Foundations in Unitizing and Norming.
PUB DATE- 90
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coding; Cognitive Development; *Cognitive Processes; Computation; Concept Formation; Curriculum Development; *Grade 6; *Intermediate Grades; Mathematical Concepts; Mathematics Education; Misconceptions; *Problem Solving; *Ratios (Mathematics); Symbolic Learning; *Symbols (Mathematics); Thinking Skills
IDENTIFIERS- *Constructivism

This paper examines sixth-grade children's thinking related to solving ratio and proportion problems before these children had received any instruction in the domain. It explores unitizing and norming, one of the processes identified by both content analyses (Behr, Harel, Post, & Lesh, 1990); Harel, Behr, Post & Lesh, 1990) and research in children's thinking (Steffe, 1990; Lamon, 1989) as a possible approach for improving a mechanism for the growth of mathematical thinking. Children's use of this approach for ratio and proportion problems was examined and the results analyzed as a counterpoint to development of units in both the additive and multiplicative conceptual fields. The study indicated that children came into instruction in ratio and proportion with some informal understanding. While none of the children used symbols to represent their thinking, their conceptual competency exceeded their symbolic competency. Successful student strategies consistently involved a strong intuitive application of unitizing and norming. (KR)

ED 325 420 SO 030 073

Manitoba Dept. of Education and Training, Winnipeg. Curriculum Development and Implementation Branch.

Social Studies Assessment Program: Grade Eight and Manual and Scoring Key.

PUB DATE- 89

NOTE- 50p.; For related documents, see SO 030 072-074.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Answer Keys; *Educational Assessment; Evaluation Criteria; Foreign Countries; *Grade 8; Junior High Schools; Outcomes of Education; *Social Studies; Standardized Tests; *Student Evaluation; Test Manuals

IDENTIFIERS- Manitoba

Designed to assess the success of social studies instruction for grade 8 students in Manitoba, Canada, this test evaluation instrument contains the manual, scoring key, and the administered test. The test covers the following sections: attitudes and values, social participation, knowledge, thinking and reasoning skills, and a long answer section for an essay. The manual and scoring key contain: general test information; instructions for administering the test; collecting and returning test materials; scoring tests not included in the provincial sample; the SOLO (structure of the observed learning outcome) taxonomy; evaluating writing skills; detailed descriptions of each SOLO taxonomy level; subtest of each test item; a multiple choice answer key; and a sample answer sheet. (DB)

ED 325 472 SP 032 717

Stones, Edgar
Ritual and Reality in Teaching and Teacher Education.
PUB DATE- 89
NOTE- 27p.; This is the Eighth Vernon-Wall Lecture to the Education Section of the British Psychological Society (Leicester, United Kingdom, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Psychology; Foreign Countries; Higher Education; *Instructional Effectiveness; *Learning Processes; Professional Recognition; Status Need; *Teacher Evaluation; Teaching Skills; Test Construction; *Theory Practice Relationship

British psychologists have presented educational psychology as an academic discipline and have distanced themselves from practical teaching. Most have disavowed any particular knowledge about teaching and suggested that teachers themselves should discover the way academic concepts are applied to teaching. As students of human learning, educational psychologists should be the ones to explore the relationships between human learning and attempts to influence it, which is the aim of teaching. They should work with teachers in symbiotic systemic research on teaching, attempting to relate practical teaching to principles of human learning. A long-standing program of teacher training that has adopted this approach is described, and a proposal is made for involving British psychologists in general in teacher training. (Author/JD)

Lindblad, Sverker; Prieto, Hector Perez
Uppsala Univ. (Sweden). Dept. of Education.

Careers and Perspectives on Schooling in the Welfare State: A Longitudinal Study on Students' Origins, Destiny, and Experiences of Schooling.

SPONS. AGENCY- National Swedish Board of Education, Stockholm.; Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
PUB DATE- 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). A Spanish abstract is provided. For a related document, see TM 015 694.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Cohort Analysis; *Educational Experience; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Longitudinal Studies; Outcomes of Education; Sex Differences; *Social Class; *Socioeconomic Status; Student Attitudes; Student Development; *Young Adults
IDENTIFIERS- *Sweden

The working of the educational system in a welfare state was examined in a longitudinal study of a cohort (initially 1,029) of students followed from age 7 to age 23 years. An initial sample included 329 males and 342 females, of whom 352 had working class careers and 319 had middle class careers. Relationships among social origin, gender, and career were analyzed; school performance, differentiation, and careers were determined for a final sample of 655 young adults. Social background had a heavy impact on career. Two-thirds of the working class children remained in a working class career, and two-thirds of the middle class children stayed in the middle class. Working class children were more likely to remain in the same career position, with less shifts of class position, than were middle class children. Class position shifts were also more common among women than men. In primary schools, differences in cognitive performance among students increased and students followed different career paths. Student perspectives on schooling in retrospect indicated more school acceptance among middle class students and among those with middle class careers. The results highlight the need to view the impact of the educational system in terms of cultural responses and social mobility in the welfare state. Three tables and two diagrams present study data. A 53-item list of references is included. (SLD)

ED 325 516 TM 015 769

Anderson, John O.; And Others
The Impact of Provincial Examinations on Education in British Columbia: General Report.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.
PUB DATE- 30 Mar 90
NOTE- 177p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Counselors; Foreign Countries; *Grade 12; High Schools; *High School Seniors; Literature Reviews; Parents; Principals; Questionnaires; *School Surveys; Secondary School Teachers; Superintendents; Teaching Methods; Testing Programs; Test Results; *Test Use
IDENTIFIERS- *British Columbia; Final Examinations; *Provincial Examinations

The impacts of the Grade 12 Provincial Examination Program on the educational system in British Columbia and its participants were studied. Beginning with the 1983-84 school year, students in British Columbia have been required to take an end-of-course provincial examination in each academic course they take. The study began with a review of pertinent literature to establish the history and purposes of the examinations. Instruments developed through interviews and separate survey questionnaires were used to survey and obtain responses from the following groups: (1) 1,833 12th-grade students; (2) 608 parents of 12th-grade students; (3) 947 teachers of 12th-grade students; (4) 137 school counselors; (5) 160 high school principals; and (6) 35 district superintendents. There was no clear indication of the effects of the Provincial Examination on individuals' standards for student achievement. Students recognized increased stress as a major problem with the program, but they acknowledged that the program led them to work harder and study more than they had before they participated in the program. Teachers, principals, counselors, and superintendents indicated that the program has had a major effect on teaching practice in that the examination has become a focus of instructional content. Recommendations based on the study findings are summarized for the continuation and enhancement of the examination program. Twenty-nine tables present study recommendations. Eleven appendices comprising about half of the document provide a preliminary description of examination impacts and a summary of in-school interviews conducted in June of 1989, and present the student, parent, teacher, principal, counselor, and superintendent questionnaires. (SLD)

ED 325 531 TM 015 820

Daniel, Larry G.
Common Factor Analysis or Components Analysis: An Update on an Old Debate.
PUB DATE- Nov 90
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Factor Analysis; Literature Reviews; *Research Methodology; *Statistical Analysis; Teachers
IDENTIFIERS- *Principal Components Analysis

Both common factor analysis and components analysis are useful techniques for reducing the number of variables in a data set or for identifying underlying covariance structures that exist among a set of variables. Although researchers have for some years debated the appropriateness of selecting one of these methods over the other, components analysis has traditionally been the dominant strategy among educational researchers. Following a brief overview of the logic of factor analysis, a review of several studies comparing the common factor and principal components methods is presented. Actual educational research data are used to demonstrate cases in which the two methods will produce different results. Data used in these analyses were collected from 70 preservice and inservice teachers using a 3-subscale "logic of confidence" measure developed by K. R. Okeafor and others (1987). Guidelines are presented to assist the researcher in determining which method to use in specific research situations. Six tables illustrate the analyses. A 49-item list of references is included. (Author/SLD)

ED 325 560 UD 027 687

Fernandez, Ricardo; And Others

ASPIRA Association, Inc., Washington, DC. National Office.

Five Cities High School Dropout Study: Characteristics of Hispanic High School Students.

SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.; Social Science Research Council, Washington, D.C.

PUB DATE- 89

NOTE- 200p.; Printed on colored paper.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Cubans; Databases; *Demography; Dropout Research; *High School Freshmen; High Schools; *Hispanic Americans; Homework; Language Proficiency; Latin Americans; Mexican Americans; Parent School Relationship; Parent Student Relationship; Puerto Ricans; Questionnaires; Sampling; *School Holding Power; Student Attitudes; Student Employment

This study describes the individual, family, school, and community characteristics of Hispanic ninth-grade students enrolled in predominantly minority high schools in five major U.S. cities: Chicago, Miami, Milwaukee, Newark, and San Antonio. The data, which are reported for four groups--Mexican Americans, Puerto Ricans, Cubans, and Central Americans--are presented in nine sections: (1) "Student Characteristics" provides information about the students' backgrounds; (2) "Parent Characteristics" provides background data on the students' parents; (3) "Language Usage" gives information on the students' use of Spanish and English; (4) "School Environment" provides basic information on students' attitudes toward school and their peers; (5) "School Issues" examines school-related variables that are thought to influence success in school; (6) "Homework and Studying" deals with the use of resources outside of the classroom for educational purposes; (7) "Academic Concerns" reports students' appraisal of their performance academic; (8) "Working" examines current student employment as well as their occupational aspirations; and (9) "Future Plans" assesses students' expectations about school attendance during the following academic year. Each of these sections concludes with a profile of the most frequently given answers. A tenth section synthesizes the data into 24 similarities among the four groups and 17 differences. Two appendixes describe the sampling design and the questionnaire design. (MYM)

ED 325 575 UD 027 719

Taeuber, Karl; And Others
Wisconsin Univ., Madison. Center for Demography and Ecology.
Resegregation of Public School Districts, 1968-1986. CDE Working Paper #90-16.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Wisconsin Univ., Madison. Graduate School.
PUB DATE- Jun 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Blacks; *Demography; Elementary Secondary Education; Multivariate Analysis; National Surveys; *Public Schools; *School Desegregation; *School Districts; *School Resegregation; Urban Schools; Whites

This study assesses trends in public school segregation using the index of dissimilarity calculated from racial enrollment data for the period 1968-1986. Here desegregation is defined as a cumulative decline of at least 20 points and resegregation as an increase of at least 10 points from the district's lowest score. In 87 percent of the 960 school districts that underwent racial desegregation, the most recent segregation score was within 10 points of the lowest score observed at any prior date. Many of the 129 districts that experienced resegregation exhibited a slow drift upwards from the low score. Resegregation of more than 20 points occurred in 29 districts. In a multivariate analysis, contextual characteristics (region, size, and racial composition) have insignificant net effects on the likelihood of resegregation. Characteristics of the district's prior desegregation experience (timing, pace, and extent) have stronger net effects, but no combination of characteristics makes resegregation likely. Statistical data are presented in four tables and four graphs. A list of 28 references is included. (Author/DM)

Straw, Carolyn L.
Computer-Assisted Test Taking Tips and Strategies for the GED Mathematics Test.
PUB DATE- May 89
NOTE- 127p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Algebra; *Computer Assisted Instruction; Computer Uses in Education; *Geometry; High School Equivalency Programs; Mathematics Education; Program Descriptions; *Test Anxiety; Test Wiseness
IDENTIFIERS- *Genral Educational Development Tests

A computer program was developed to increase GED test candidate's level of test taking skills, knowledge of algebra and geometry, and self-confidence for the GED Mathematics Test. The computer program was developed and written, then implementation was administered by three teachers in a GED study center. Two math scores were used to determine the effectiveness of the computer program: the GED Official Practice Test and the GED Test. After completing prescribed study material and taking the math GED Official Practice Test, a test candidate was asked to work through the software. The program consisted of nine algebra and geometry questions with corresponding brief and uncomplicated tutorial lessons and testing strategies. A Student Survey was used to determine what, if any, algebra and geometry was learned or reinforced by using the computer program. Teachers used a Teacher Observation form to record spoken or inferred feedback from students indicating increased levels of self-confidence. The results indicated higher scores on the GED Mathematics Test than on the pre-test, increased knowledge of algebra and geometry, and a more positive self-concept. Appendices include the results of the surveys and observations, a printout of the program questions, software evaluation and recommendation forms, and a listing of the computer program. (Author/CW)

ED 325 455 SP 032 680

Evans, Shirley King
National Agricultural Library, Beltsville, MD.

Nutrition Education Printed Materials and Audiovisuals: Grades 7-12, January 1979-May 1990. Quick Bibliography Series: QB 90-80.

PUB DATE- Sep 90
NOTE- 78p.; Updates QB 89-80. For companion volume for grades preschool-six see SP 032 679.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Audiovisual Aids; Bibliographic Records; Databases; High Schools; *Instructional Materials; Junior High Schools; *Nutrition Instruction; *Publications; *Resource Materials; Secondary Education

This annotated bibliography contains 203 citations from AGRICOLA, the U.S. Department of Agriculture database, dating from January 1979 through May 1990. The bibliography cites books, print materials, and audiovisual materials on the subject of nutrition education for grades 7-12. Each citation contains complete bibliographic information, descriptors, and abstract. The search strategy for locating materials is printed in the introduction, as is information on authorized users and how to access the database. (JD)

ED 325 259   PS 019 243

Simons, Kathy Luneau
Beyond Campus Child Care: Supporting University Families (with Excerpts from the Report of the MIT Committee on Family and Work).
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Committees; *Day Care; Dual Career Family; Early Childhood Education; Educational History; Guidelines; *Institutional Role; Marital Status; Models; Parents; *Policy Formation; *Universities
IDENTIFIERS- *Campus Child Care; Elder Care; Research Results; *School Culture

This report documents the internal investigative process that was used at the Massachusetts Institute of Technology (MIT) to develop a model of child care and services for MIT parents which might be relevant to other institutions. Topics discussed include: (1) the history of MIT's involvement in child care; (2) the origin and charge of MIT's Committee on Family and Work; (3) the committee's data gathering activities; and (4) the committee's preliminary findings. Findings concern MIT culture; marital status, dual career families, and parenthood; child care and services for MIT parents; and elder care. The presentation of findings is supplemented by materials identifying major issues regarding work and family and discussions of the ways in which these issues are manifested in the MIT community. It is recommended that MIT should adopt a statement of principle dealing with the relation between work and personal life; make its informal policies about flexibility more explicit; clarify and improve its parental and personal leave policies; create a family and work program and council; use a broader concept of family when defining family privileges and benefits; help parents attend conferences held at MIT; and provide more housing near campus. (RH)

ED 325 288 RC 017 867

Barnhardt, Ray, Ed.; Tonsmeire, J. Kelly, Ed.
Alaska Staff Development Network, Juneau.; Alaska State Dept. of Education, Juneau.; Alaska Univ., Fairbanks.
Lessons Taught, Lessons Learned. Teachers' Reflections on Schooling in Rural Alaska.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Council of Chief State School Officers, Washington, D.C.
PUB DATE- Apr 88
NOTE- 147p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; American Indian Education; *Cultural Education; *Curriculum Development; *Educational Change; Elementary Secondary Education; Multicultural Education; *Rural Education; Rural Schools; School Community Relationship; *Teaching Experience; Teaching Methods; Units of Study
IDENTIFIERS- Alaska

This collection contains 15 essays by teachers who participated in the First Annual Rural Alaska Instructional Improvement Academy in Fairbanks in May 1987. The essays were written as a follow-up to the academy, based on the teachers' reflections on their own experiences in rural schools as well as on the academy workshops they attended and on the four readings included in section 3 of this publication. The teachers were asked to write about either their own notions of the ideal schooling process for rural Alaska (section 1 of the essays) or what they considered to be an appropriate curriculum unit for village schools (section 2). Essays in section 1 discuss culturally relevant education for Alaska Natives; empowerment of communities, particularly Native villages with tribal governments; a process-oriented curriculum with a project-centered approach to experiential learning; school-community cooperation; parent-student involvement in activities strengthening different types of intelligence; community-based curriculum; obstacles to educational change; and cultural and multicultural education. In the second section, the essays on proposed curriculum units contain suggestions for: (1) use of rabbit snaring to teach kindergarten and first grade language arts; (2) implementing a senior research and writing project on jobs held by non-Natives in Native villages; (3) involving third graders in projects related to the Sister School Exchange Program and the Australaska Writing Project; (4) teaching Japanese culture to high school students using the movie "Ran"; and (5) teaching Japanese culture to elementary students through music. The teachers' background readings contained in the third and final section are the following: "The Axe Handle Academy: A Proposal for a Bioregional, Thematic Humanities Education" (Ron and Suzanne Scollon); "Culture, Community and the Curriculum" (Ray Barnhardt); "The Development of an Integrated Bilingual and Cross-Cultural Curriculum in an Arctic School District" (Helen Roberts); and "Weaving Curriculum Webs: The Structure of Nonlinear Curriculum" (Rebecca Corwin, George Hein, and Diane Levin). (SV)

ED 325 352 SE 051 688

Hauge, Sharon K.; Phua, Mee See
College Mathematics Students' Reactions to Word Problems:
Perceptions and Performance.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Cognitive Development; *College Mathematics; Higher Education; Mathematics Education; *Mathematics Skills; Perception; *Problem Solving; *Student Attitudes; Undergraduate Students; *Word Problems (Mathematics)

This study compared the performances of college mathematics students on mathematics problems stated in three different contexts: in arithmetical form, in the form of algebraic expressions to be simplified, and in the form of practical situations stated in words. Both single-step and multi-step problems were used. For all three contexts, there were more errors made on the multi-step problems. However, in contrast to results reported in the literature for precollege students, there was no significant difference in the students' performances for the three types of contexts. The study also investigated the perception of the difficulty of solving word problems as compared to other types of problems in mathematics. It was found that students tended to perceive word problems as more difficult. While perception of difficulty had no overall relationship to performance in solving word problems, a significant perception of difficulty x single- versus multi-step interaction was uncovered. This interaction resulted largely from poorer performance in solving multi-step problems by students who perceived word problems as more difficult. (Author)

ED 325 369 SE 051 705

Melear, Claudia T.
Profile of the Non-Major in College Biology by Learning Style.
PUB DATE- 90
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Psychological Type Regional Meeting (Atlanta, GA, May 24-26, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Biology; Cognitive Development; *Cognitive Style; *College Science; Curriculum Development; *Educational Environment; Higher Education; Introductory Courses; *Nonmajors; Science Education; Spatial Ability; *Student Characteristics; Tests
IDENTIFIERS- Learning Style Profile (NASSP); Myers Briggs Type Indicator

Learning style is a composite of those elements that serve as a relatively stable indicator of how a learner perceives, interacts with, and responds to the learning environment. This paper presents quantitative data related to learning styles and qualitative data related to learning environments which could suggest changes in biology courses and provide more appropriate experience for the non-major. Theoretical frameworks, characteristics of subjects, results, and recommendations are included. Instruments used to measure learning style were the Meyers-Briggs Type Indicator (MBTI) and the Learning Style Profile (LSP). (KR)

ED 325 404 SO 030 038

Sidelnick, Daniel J.
TELS Reading Objectives in the Social Studies: Some Instructional Strategies.
PUB DATE- Oct 88
NOTE- 25p.; Presented at the Annual Conference of the Pennsylvania Council for the Social Studies (Harrisburg, PA, October 20-22, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Learning Activities; *Learning Strategies; Reading Instruction; *Reading Skills; *Reading Strategies; *Social Studies; State Programs; Student Development
IDENTIFIERS- *Pennsylvania

The development of the Pennsylvania State Department of Education's Tests of Essential Learning Skills (TELS) program objectives is described. A conceptual framework is presented that incorporates reading skills into the social studies curriculum. Instructional strategies designed to assist in the development of reading skills in the content areas are related to the TELS objectives. Some of the strategies described include: structured overview (a graphic and hierarchical presentation of the relationship of key ideas and concepts encountered in the reading); clustering or webbing (a graphic way of organizing what is read without an imposed hierarchical structure); interactive note taking (a system of linking new passages to the learner's existing knowledge); and a leveled reading guide which assists the learner in identifying the important parts of a reading/assignment. Four figures referred to in the text and a 9-item list of references are included. (Author/DB)

ED 325 438 SO 030 382

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Universal Primary Education for Girls: Pakistan.

PUB DATE- 87
NOTE- 50p.; For related documents, see SO 030 378-383.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Area Studies; *Developing Nations; Educational Development; Educational Research; Elementary Education; *Equal Education; *Females; Foreign Countries; Literacy; Primary Education; Public Education; Tables (Data); *Womens Education
IDENTIFIERS- *Asia Pacific Region; *Pakistan

Universalization of primary education (UPE) is one of the major priority goals of all countries in the region of Asia and the Pacific. The developing countries are now engaged extensively in the formulation and implementation of policies, plans, and programs aimed at making adequate and suitable opportunities for primary education available to all children as soon as possible. Lower participation rates of girls in primary education is seen as one of the main obstacles to achieving full universalization of primary education in some of the countries of the region. This volume, one of a series that provides a comparative view of the position of UPE and its progress focuses on Pakistan with particular reference to girls' enrollment and participation in primary education. The five chapters in this volume include: (1) methodology; (2) review of literature; (3) presentation of data; (4) educational innovations at primary level; and (5) conclusions. A number of tables displaying data appear throughout this volume. (DB)

ED 325 502 TM 015 732

Spencer, Bruce D.; And Others
National Opinion Research Center, Chicago, Ill.
Base Year Sample Design Report: National Education Longitudinal Study of 1988. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 105p.; Data Series: DR-NELS:88-88-1.7. Abridgement, by Kathryn L. Dowd, of a more extensive contractor report.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Data Collection; *Educational Assessment; *Grade 8; Junior High Schools; *Junior High School Students; Longitudinal Studies; *National Surveys; Private Schools; Public Schools; Questionnaires; *Research Design; Research Methodology; *Sampling; School Surveys
IDENTIFIERS- *National Education Longitudinal Study 1988; Parent Surveys; Student Surveys

The sampling procedures and results of data collection are documented for the National Education Longitudinal Study of 1988 (NELS:88) base-year survey of eighth graders, which was conducted during the winter, spring, and summer of 1988. This abridged version of the 1989 contractor report does not report any information that could violate the confidentiality requirements of Public Law 100-297. It is designed to be a companion to separately published users' manuals for the NELS:88 Base Year Data Files. The target population consisted of all public and private schools with eighth grades in the United States. Excluded were students with severe mental, emotional, or physical handicaps, and those without sufficient command of English to complete the survey materials. The survey used a two-stage stratified, clustered sample design, with responses from about 69% of the 1,057 targeted schools and about 93% of the 24,599 students who were contacted. This report reviews: (1) the NELS:88 study background and purpose; (2) sample design and implementation; (3) sample weights; (4) school and item non-response data; and (5) standard errors and design effects. Eighteen tables and two figures contain data from the study. Three appendices contain the standard errors and design effects for the student, parent, and school questionnaire data tabulated for all schools; males; females; Asians; Hispanics; Blacks; Whites and others; public schools; Catholic schools; other private schools; and students of low, middle, and high socioeconomic status. (SLD)

ED 325 605 UD 027 775

Hawaii State Dept. of Education, Honolulu.
Hawaii Opinion Poll on Public Education, Spring 1990.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; National Surveys; *Parent Attitudes; *Public Education; Public Opinion; Questionnaires; *School Attitudes; *School Effectiveness; State Surveys; Telephone Surveys
IDENTIFIERS- *Gallup Poll; *Hawaii

The 1990 Hawaii Opinion Poll on Public Education (HOPPE) identifies state trends in public opinion on educational issues and questions, and compares them to the findings of the national Gallup Poll of the Public's Attitudes toward the Public Schools. A random sample of 505 adult residents statewide responded to telephone interviews. The following findings are reported: (1) parents of students rated Hawaii's schools higher than the nation's schools; (2) over two-thirds believed that the schools had stayed the same or improved over the past five years, but slightly less than half believed that children now get a better education than they themselves received; (3) drug abuse was identified as the biggest problem facing the schools; (4) over half of the respondents did not think that the schools were safe and secure; (5) a large proportion reported that they did not know what services, besides teaching, the schools should provide; (6) parent involvement and school-/community-based management were unequivocally supported; (7) most parents reported that they would like their child to choose teaching as a career; (8) a required teacher internship prior to teacher certification was overwhelmingly supported; (9) a majority supported a uniform national curriculum, goals and standards, and testing; (10) only half supported a community service requirement for high school graduation; (11) newspapers were identified as the chief source of information about education; and (12) most saw the goal of education as preparation for good jobs and a better life, which good jobs can help provide. Statistical data are presented in 30 tables. A table comparing of the demographic characteristics of the respondents to those of the state's population and to those of the respondents to the Gallup Poll, and a copy of the survey questionnaire, are appended. (FMW)

ED 325 302 RC 017 892

Hampton, Bruce; Cole, David
National Outdoor Leadership School, Lander, WY.
Soft Paths: How To Enjoy the Wilderness without Harming It.
PUB DATE- 88
NOTE- 175p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Books (010)
DESCRIPTORS- *Camping; *Conservation (Environment); *Conservation Education; *Environmental Education; Natural Resources; *Outdoor Activities; Outdoor Education; Rural Environment; Trails; Wastes; Water Quality; Wildlife Management
IDENTIFIERS- Environmental Ethic; Environmental Impact; *Environmental Protection; Environmental Quality; *Hiking

This outdoor-education book describes methods of hiking and camping that minimize the human impact upon the natural environment. Each chapter offers the rationale behind recommended practices, based on the best scientific research on recreational impact. The first chapter, "The Case for Minimum Impact," describes increasing tourist use of wildlife areas and the resulting negative effects. The second chapter, "Backcountry Travel" looks primarily how to reduce the environmental impact of hiking. It describes how to hike across different types of terrain while maintaining the quality of trails, land, and wildlife. Chapter 3, "Selecting and Using a Campsite," discusses terrain characteristics that are prone to suffer most from recreational camping. It discusses camp locations and the amount and type of use a campsite should have. Chapter 4 discusses "Fires and Stoves," their use, effects, and safety. Chapter 5 examines "Sanitation and Waste Disposal," including ways for disposing of various kinds of waste in order to maintain water-table purity. Chapters 6-11 explain minimum-impact camping methods for the following "special environments": deserts; rivers and lakes; coastal areas; alpine and arctic tundra; snow and ice; and bear country. Two additional chapters make a final case for low-impact camping and offer a list of 45 resources for further reading. (TES)

ED 325 421 SO 030 074

Manitoba Dept. of Education and Training, Winnipeg. Curriculum Development and Implementation Branch.

Social Studies Assessment Program: Grade 10 and Manual and Scoring Key.

PUB DATE- Jun 89

NOTE- 74p.; For a related document, see SO 030 072-073.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Answer Keys; *Course Evaluation; *Educational Assessment; Educational Resources; *Evaluation Methods; Foreign Countries; *Grade 10; High Schools; Instructional Materials; Outcomes of Education; *Social Studies; *Standardized Tests; Student Evaluation; Test Manuals

IDENTIFIERS- Manitoba

Designed to assess the success of social studies instruction for students in grade 10 in Manitoba, Canada, this test evaluation instrument contains a manual, a scoring key, and a test. Administered to determine whether students learned important ideas and skills in social studies instruction, the results of the testing will be used to improve social studies instruction in Manitoba schools. The manual and scoring key segment of the test include: instructions for administering the test; collecting the test materials; the scoring key; and a sample answer sheet. The SOLO (structure of observed outcome) Taxonomy is employed as a tool to evaluate the quality of the essay response and instructions are included to assist the instructor in evaluating this portion of the test. The test covers the following areas: (1) knowledge; (2) thinking and research skills; (3) social participation; and (4) attitudes and values. The test includes multiple choice questions, opinion, agree/disagree answers, and essays. The test design incorporates extensive visual illustrations such as maps, charts, graphs, and cartoons. (NL)

ED 325 456 SP 032 687

Buchmann, Margret
National Center for Research on Teacher Education, East Lansing, MI.
Learning and Action in Research Reporting. Issue Paper 90-8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; *Communication Skills; Credibility; *Research Utilization; *Resistance to Change; *Theory Practice Relationship

John Dewey's vision of communication posits an important ideal that educational researchers are hard pressed to meet, for the language that facilitates exchanges between scholars often encumbers their attempts to convey their work and findings to a wider, lay audience. The canons of inquiry (of foremost concern to researchers) rarely coincide with the exigencies of policy (of foremost concern to laypeople). Three potentially incompatible conditions must be met in order to bridge this communicative gap: access, belief, and impact. The condition of access requires that the language and style researchers use to present the findings of their investigations be comprehensible and appealing. The condition of belief demands that researchers gain and maintain credibility in the eyes of their audience. The condition of impact emphasizes the inherent tensions between the perennial tentativeness of knowledge and the immediate need for certainty in action. Israel Scheffler's notion of a "double consciousness," consistent with the author's notion of "second thoughts," is proposed as an aid in enabling resolute commitment while holding action and decision open to revision in light of new insights and wider knowledge. (Author)

ED 325 473 SP 032 719

Cutler, Beverly R.; And Others
The Empowerment of Preservice Teachers through Reflective Teaching.
PUB DATE- Feb 89
NOTE- 7p.; Paper presented at the Annual Convention of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Elementary Education; Higher Education; Literature Reviews; Microteaching; Preservice Teacher Education; *Self Evaluation (Individuals); *Skill Development; *Teacher Education Programs; *Teacher Effectiveness; Teaching Methods; *Thinking Skills
IDENTIFIERS- Brigham Young University UT; *Reflective Teaching

Brigham Young University (Utah) is developing a program to improve reflective thinking skills in preservice students. The beginning professional course includes the following reflective teaching components: (1) instruction on the theory and process of reflection; (2) participation in selected microteaching episodes; (3) reflecting on the classroom teaching performance of teachers, peers, and self in both open and theme-focused reflections; (4) writing reflection reports which are delivered orally as well as in written form; and (5) working in cooperative teams. Outcome research is being conducted on the impact of these practices on beginning and more mature students' ability to reflect. (JD)

ED 325 532 TM 015 823

Rudmann, Jerry
Guidelines and Resource References for Developing a Comprehensive Faculty Evaluation and Development Program.

SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 24 Oct 90
NOTE- 90p.; Paper is based on a Study of Faculty Evaluation Procedures at Irvine Valley College (California).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Evaluation Methods; Faculty Development; *Faculty Evaluation; *Guidelines; Higher Education; Peer Evaluation; *Pilot Projects; Professors; *Program Development; Program Evaluation; *Resources; Student Evaluation of Teacher Performance
IDENTIFIERS- *Irvine Valley College CA

Guidelines and resources for conducting a faculty evaluation were developed based on an evaluation project at Irvine Valley College (California). In the fall of 1989, eight instructors participated in a pilot test of evaluation through observation by two peers and the collection of rating forms completed by students. Participants also completed project evaluation forms, which were used to develop the spring 1990 pilot test. Seven instructors from Irvine Valley College and 14 from Saddleback College participated in this second pilot project. The revised procedures included: peer observation; student feedback; and self-evaluation. The results indicate that the following factors should be built into the faculty evaluation process: (1) checks and balances; (2) due process; (3) flexibility; (4) a built-in instructional development component; (5) use of qualified instruments; (6) careful weighing of the costs and usefulness of peer observations; (7) combination of summative and formative evaluation; and (8) sensitivity as to where the evaluation is "housed." Resources for developing a faculty evaluation and development system are listed. Project documentation and instruments used, and a 36-item bibliography on faculty evaluation are included. (SLD)

ED 325 546 UD 027 577

Africa Leadership Forum.
Leadership for Development. Farm House Dialogue (1st, Ota, Nigeria, May 13-14, 1988).
SPONS. AGENCY- Africa Leadership Foundation.; Carnegie Corp. of New York, N.Y.; United Nations Development Programme, Bangkok (Thailand).
PUB DATE- 88
NOTE- 21p.; For other Farm House Dialogues, see UD 027 577-584.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Democratic Values; *Developing Nations; Developmental Programs; Foreign Countries; *Leadership; *Leadership Qualities; *Leadership Training; Workshops
IDENTIFIERS- *Nigeria

This document summarizes discussions at an invitational workshop on leadership for development in Nigeria. The following views on the essence of leadership were expressed: (1) the majority of current leaders tend to be selfish, self-centered, and incapable of performing their jobs effectively; (2) most current leaders have impeded the growth of democracy, which, in turn, has impeded development; (3) society's perceptions and expectations of leadership have influenced the current leaders; (4) those leaders who have been appointed to or have inherited their positions appear to lack motivation to be achievers; (5) the performance of national leaders appears to have impeded development; (6) certain leadership qualities need to be nurtured, including toleration of criticism by the press and religious tolerance; (7) national leaders should read the biographies of great leaders of other lands and nations for inspiration; and (8) lack of political challenges and flattery by the press appear to have contributed to the development of insensitivity and arrogance among present leaders. Sustainable development must be based on the following components: (1) knowledge and understanding; (2) quantitative and qualitative information; (3) technological creativity; and (4) organization and skills. The process of development, and particularly local development, must incorporate the democratic spirit in order to be effective. A list of participants and a description of the Africa Leadership Forum are appended. (FMW)

ED 325 591 UD 027 737

New York State Education Dept., Albany. Information Center on Education.
Racial/Ethnic Distribution of Public School Students and Staff, New York State, 1989-90.
PUB DATE- 90
NOTE- 88p.; For prior reports, see ED 266 223, ED 268 186, ED 275 389, ED 300 516, and ED 317 646.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; Elementary Secondary Education; *Enrollment; *Ethnic Distribution; Hispanic Americans; Minority Groups; Minority Group Teachers; *Public Schools; *Racial Composition; *Racial Distribution; *School Personnel; School Statistics; Whites
IDENTIFIERS- *New York

This document is a collection of racial/ethnic data on the school population of New York State for 1989-90. Such data have been collected annually since 1966 and are part of the State Department of Education's Basic Educational Data System. Table 1 gives racial/ethnic student distribution in the State's five major school districts (Buffalo, New York City, Rochester, Syracuse, and Yonkers), for the rest of the State, and for the State as a whole. Table 2 presents the distribution of Black and Hispanic students by location in the State. It shows that 69.9 percent of all Black students and 83.5 percent of Hispanic students attend school in New York City. Table 3 shows a percent distribution of students by racial/ethnic origin for the years 1986-87 through 1989-90. Table 4 presents the number of schools and number and percent of minority students in schools of differing racial compositions. Tables 5 and 6 present data on numbers and percents of Black and Hispanic students, respectively, in schools of differing racial composition. Tables 7 and 8 show the distribution of school professional staff by racial/ethnic origin, with current year data in Table 7 and trend data in Table 8. The tables that follow detail the distribution of public school students by racial/ethnic origin for each school district in the State, and distribution of school professional staff by racial/ethnic origin for each school district. Figures are given for American Indians, Alaska Natives, Asian Americans, and Pacific Islanders as one category, and for Blacks (non-Hispanic), Hispanics, and Whites (non-Hispanic). (DM)

ED 325 274 RC 017 823

Steinmetz, Paul B.

Pipe, Bible, and Peyote among the Oglala Lakota. A Study in Religious Identity Revised Edition .

PUB DATE- 90

NOTE- 245p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- *Acculturation; *American Indian Culture; American Indian History; American Indians; Beliefs; *Christianity; *Identification (Psychology); Primary Sources; Religion; Symbolism

IDENTIFIERS- Ceremonies; Missionaries; Native American Church; *Oglala Sioux (Tribe); Peyote; *Religious Practices

Written from the perspective of a Jesuit priest who was both a missionary to the Oglala Lakota for 20 years and a scholar of the anthropology of religion, this book offers a model for understanding Oglala religious identity. It describes the history, belief systems, and contemporary ceremonies of three religious movements among the Oglala Lakota at Pine Ridge Reservation: traditional Lakota religion; the Native American Church, which uses peyote in its ceremonies; and the Body of Christ Independent Church--a modified Indian form of pentecostal Christianity. This book suggests a Christian reinterpretation of Lakota religion based upon the inspiration that the Sacred Pipe--the most holy of Lakota religious sacramentals--could be transformed into a symbol of Christ. It points out that a sense of sacramentalism is essential to the understanding of Native American religions, and that there are mutual influences among Pipe, Bible, and peyote in the ongoing process of religious acculturation. Included are descriptions of the Yuwipi ceremony, the Pipe fast, the sweat lodge, the Sun Dance, peyote ceremonies, healing ceremonies, and funeral and memorial services. This book contains an index, a bibliography with 240 references, and 22 photographs. (SV)

ED 325 319 SE 051 654

Virginia State Dept. of Waste Management, Richmond. Div. of Litter & Recycling.
Trash Treasures, Level 5. Teacher Guide. Operation Waste Watch.
PUB DATE- 80
NOTE- 73p.; For related documents, see SE 051 649-656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; Elementary School Science; *Environmental Education; *Grade 5; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Science Activities; Science Education; Science Instruction; Science Materials; *Solid Wastes; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Virginia

Operation Waste Watch is a series of seven sequential learning units which addresses the subject of litter control and solid waste management. Each unit may be used in a variety of ways, depending on the needs and schedules of individual schools, and may be incorporated into various social studies, science, language arts, health, mathematics, and artistic activities. Each unit consists of a teacher's guide, filmstrip-cassette set, activity cards, test materials, duplicating masters, and a poster. This document contains the teacher's guide and activity cards for the fifth-grade unit entitled "Trash Treasures." In this unit, students discover that while many things are recycled by nature, quite a number of modern products must be recycled by people. They learn that recycling and resource recovery can help save important resources which are often lost when items are tossed into a trash receptacle. Thirteen individual- and 19 class-activity cards are included. (CW)

ED 325 336 SE 051 672

Climate Protection Inst., Oakland, CA.
Greenhouse Gas-ette Fall 1988, Spring, Fall 1989, Winter, Spring, Fall 1990.
PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Air Pollution; *Climate; *Earth Science; *Environmental Education; Lesson Plans; *Newsletters; *Postsecondary Education; *Science Activities; Science Education; Secondary School Science; Serials; Teaching Guides; Thermal Environment
IDENTIFIERS- *Global Climate Change

This newsletter is for educators interested in developing lessons related to global climate change. The newsletter contains sample lessons, news items involving global climate change on an international scale, and background information on issues related to global climate change. (CW)

ED 325 370 SE 051 706

Melear, Claudia T.
Cognitive Process Analysis of Test Questions in a Computer-Managed College Biology Course Based on a Learning Style Assessment with Emphasis on Analytic-Spatial Skill.
PUB DATE- 90
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Cognitive Development; *Cognitive Style; *College Science; Computer Managed Instruction; Curriculum Development; *Educational Environment; Higher Education; Introductory Courses; *Nonmajors; Problem Solving; Science Education; Spatial Ability; *Student Characteristics; Thinking Skills
IDENTIFIERS- Learning Style Profile (NASSP)

The objective of this study was to provide data related to learning styles and to learning environments, to identify appropriate experiences for the non-major biology student. Investigated was whether congruence existed between a measured amount of cognitive process or analytical skill and the resultant answer on a test question which required that skill. Performance on one cognitive process, analytic skill on the Learning Style Profile (LSP) test, was evaluated for 96 students. Included in the evaluation were: (1) a determination of the amount of analytic skill required for six test questions in the computer test bank; (2) the students' score on the LSP analytic subscale; and (3) whether the students answered the analytical skills questions correctly or incorrectly. Results suggested that there was a relationship between a measured amount of analytic skill and a student's ability to perform on questions perceived to require analytical skill. Recommendations for course design are included. (KR)

ED 325 388 SE 051 728

Syster, Susan M.
Developing a Publication Containing Elementary Teachers' Successful Mathematics Instruction Strategies.
PUB DATE- Mar 87
NOTE- 59p.; Education Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Arithmetic; Curriculum Guides; Educational Improvement; Elementary Education; *Elementary School Science; *Mathematics Instruction; *Newsletters; *Publications; School Effectiveness; *Staff Development; Surveys; Teacher Administrator Relationship; Teacher Burnout; Teacher Motivation; Teaching Methods

Mathematics teachers are trained to assess students' abilities and instruction needs. Many teachers use creative teaching strategies, games, and various media to meet those needs. Teachers, though, are constantly searching for instructional strategies, time savers, games, materials, and other ways to improve teaching in mathematics classrooms. Since they have such busy schedules and lack the time to get together with fellow teachers to share ideas and visit each others' classrooms, a mathematics publication was developed to address these needs. The publication was written by and for teachers. Mathematics teachers shared ideas with other teachers in the district in articles which were published in the issue. A target group was pre-surveyed before the publication and post-surveyed after the publication was distributed. The knowledge and usefulness expressed by the target group indicated the desire for future issues of the publication within the school district. Included in this report are the purpose of this project, a brief literature review, a description of the project methods, results of the project, and recommendations. Copies of memos, surveys, and letters are appended. (Author/CW)

ED 325 488 TM 015 697

Berrenberg, Joy L.
The Belief in Personal Control Scale: A Revised, Short Form.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Beliefs; Comparative Testing; Factor Structure; *Graduate Students; Higher Education; *Locus of Control; *Personality Measures; Rating Scales; Religious Factors; *Student Attitudes; Test Construction; Test Reliability; *Test Validity; *Undergraduate Students
IDENTIFIERS- *Belief in Personal Control Scale (Revised); Control of Outcomes

The development and validation of a shortened and revised version of the Belief in Personal Control Scale (BPCS-RS) are described. Like the original 85-item version of the BPCS, the BPCS-RS measures three empirically derived factors (a belief in general external control of outcomes, an exaggerated belief in personal control of outcomes, and a belief in God-mediated outcomes). The four studies used in the comparative assessment of The BPCS and the BPCS-RS involved: (1) 233 urban university undergraduates; (2) 58 undergraduates; (3) 48 seminary graduate students; and (4) 34 undergraduate psychology students. Correlations between the 85-item BPCS and the 45-item BPCS-RS indicate that the two scales are equivalent. Evidence from a series of studies is presented to support the reliability and validity of the revised scale. It is argued that the BPCS-RS provides an efficient and empirically sound means of assessing several rarely measured dimensions of personal control. Both instruments have the same three-factor structure. Additional evidence for the validity of the exaggerated internal control and God-mediated control factors was provided as well. Two data tables are included. (TJH)

ED 325 561   UD 027 690

Kaufman, Phillip; Frase, Mary J.
National Center for Education Statistics (ED), Washington, DC.
Dropout Rates in the United States: 1989.
PUB DATE- Sep 90
NOTE- 76p.; For earlier report, see ED 313 947.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; *Dropout Rate; Geographic Regions; High School Graduates; High Schools; *High School Students; Hispanic Americans; Minority Groups; National Surveys; Rural Urban Differences; *School Holding Power

This is the second annual report to Congress required by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297). It presents data on high school dropout and retention rates for 1989 and time series data since 1968. It also examines high school completion and graduation rates. Two kinds of dropout rates are reported: (1) the event dropout rate; and (2) the status dropout rate. The event dropout rate represents the proportion of students who leave school during a single year. In the past 3 years the rate has been 4.5 percent for students in grades 10-12, which represents about 429,000 per year. The status dropout rate represents the proportion of individuals who are not enrolled in school and have not completed high school. In October 1989, 12.6 percent of 16- to 24-year-olds were status dropouts, representing about 4 million. A third kind of dropout rate--the cohort rate--was not covered because no new data have become available since the last report. Nationally, the status dropout rate has been declining since the late 1960s and the event dropout rate since the late 1970s. The status dropout rate for Blacks has declined by almost half over the last two decades and is now only 1.4 percentage points above the White rate. Hispanic dropout rates show no consistent trend since 1972 and remain high. High school graduation/completion rates ranged from 68 to 86 percent in 1989, depending on the age range of the group surveyed and whether an equivalency certificate is counted. Several possibilities for improving the accuracy and extending the relevance of the data are discussed. Data are presented in 12 tables and 9 graphs. Time series and standard error tables and technical notes are included in two appendixes. (MYM)

ED 325 576 UD 027 720

Fielding, Elaine L.; Taeuber, Karl
Wisconsin Univ., Madison. Center for Demography and Ecology.;
Wisconsin Univ., Madison. Inst. for Research on Poverty.
The Social Class Isolation of Poor Children: A Case Study of Milwaukee. CDE Working Paper 90-12.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Jun 90
NOTE- 58p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Census Figures; *Disadvantaged Environment; Disadvantaged Youth; Inner City; *Racial Distribution; *Racial Segregation; *Residential Patterns; Social Class; Social Differences; *Social Distribution; *Social Isolation; Urban Areas; Urban Demography; Whites
IDENTIFIERS- *Wisconsin (Milwaukee)

The movement of middle-class residents, especially blacks, out of inner-city neighborhoods has been hypothesized to contribute to the decay of the inner city and the growth of an underclass by increasing social isolation and depriving youth of role models. This study examines changes in patterns of racial and class segregation in the residential structure of Milwaukee (Wisconsin) between 1970 and 1980 and their effect on poor, black children living in the inner city. Statistical data from the 1970 and the 1980 censuses were analyzed using segregation indexes and measures, after adjusting for data suppressed by the Census Bureau for reasons of confidentiality. The following summary conclusions are discussed: (1) racial residential segregation clearly decreased, especially for high status blacks; (2) blacks displayed higher levels of intragroup class segregation than whites in 1970; (3) black intragroup class segregation increased more than white intragroup class segregation; (4) changes in the class isolation of poor black children were due to changes in the aggregate population rather than to changes in class segregation patterns; and (5) racial residential segregation is the predominant influence on patterns of class isolation. A discussion of the suppression of data in the census tape files, a list of 34 references, and 9 tables of statistical data are appended. (FMW)

ED 325 260 PS 019 244

Blanchard, Charles W.
The Developmental Aspects and Origins of Competitive Behavior in Children.
PUB DATE- 89
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Aggression; Anxiety; Athletics; Children; *Competition; Etiology; Evolution; Identification; *Individual Development; Literature Reviews; *Sex Differences; Socialization; *Stress Variables; *Type A Behavior
IDENTIFIERS- Conceptual Frameworks

The literature on competitive behavior in children is examined. Sections of the review concern the socializing process of competitiveness, evolutionary foundations, early developmental processes, the relationship between competition and aggression, gender differences, competition and cooperation, anthropological perspectives, effects of competition (including assimilated values, stress and anxiety), and Type A behavior development in children. Implications of findings for each area are discussed. A new dimensional framework for competition is presented in order to prompt a more differentiated conceptualization, especially for future investigations. The framework distinguishes many variations of competitive behavior. It is concluded that competitiveness has a multifactorial basis. There is a complex interrelationship between competitive behavior and other developmental phenomena. Competitive behavior appears to be closely related to stress. Competitive behavior can be a positive developmental characteristic, in that it can be elegantly adaptive, constructive, and successful, as many young sports champions and high achievers can attest. But extreme or inappropriate competitiveness can be detrimental to the developing child, both as an unconstructive social response, and as a characteristic that can increase the potential for Type A behavior for a young child, or later in adulthood. Citations number 139. (RH)

ED 325 353 SE 051 689

Pearson, Willie, Jr., Ed.; Bechtel, H. Kenneth, Ed.
Blacks, Science, and American Education.
PUB DATE- 89
NOTE- 190p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; *Blacks; *Career Awareness; Career Counseling; Career Education; Career Guidance; Career Planning; *Cultural Influences; Educational Attitudes; Educational Counseling; *Educational Discrimination; Educationally Disadvantaged; Educational Opportunities; Minority Group Influences; Minority Groups; *Science Careers; Science Education; Secondary Education; *Secondary School Science

Blacks are severely underrepresented in the American scientific community; fewer than two percent of all scientists with doctorates in this country are black. Despite civil rights legislation and integration of schools, school systems still fail to encourage black students to consider and prepare for careers in the sciences. In this book, eight scholars provide original research to analyze the past, present, and future of blacks in science in the United States. Black children express interest in science, but schools discourage them from taking the courses indispensable to scientific and engineering careers. Case studies of three successful intervention programs are included. Strategies that individuals, schools, the scientific community, and the American society can adopt to insure these results are discussed. (KR)

ED 325 405 SO 030 039

Sidelnick, Daniel J.

Variables Affecting the Political Socialization of Adolescents: Implications for Instruction of At-Risk Students in the Social Studies Classroom.

PUB DATE- May 90
NOTE- 45p.; Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (Pittsburgh, PA, May 6-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Basic Skills; Citizenship; Citizenship Education; Democratic Values; Educational Research; *High Risk Students; Political Attitudes; Secondary Education; Secondary School Students; Social Development; *Socialization; Social Science Research; *Social Studies; Social Values; Student Attitudes

Few researchers who study political socialization have examined the attitudes, values, and beliefs of low ability, at-risk students. This seems unfortunate if, as is often claimed, the goal of civic education is to deal with all students in such a way as to motivate them to play their part as informed and effective members of a modern democratic political system. Because of such omissions in the data gathered by political scientists and educational researchers, a study was designed to investigate differences among students of different ability and grade levels on three quantitative measures of political attitudes. Three instruments were selected to measure concepts viewed as essential to political socialization necessary for functioning in today's society. The concepts studied were: (1) a respect for law and order in society as measured by the Law Scale; (2) a belief in the equality of all individuals and the constitutional rights of all citizens as measured by the Freedoms Scale; and (3) an open-mindedness to the opinions of others and receptiveness to new facts as measured by the Dogmatism Field Scale. The study suggests that low ability, at-risk students are more dogmatic and consequently less likely to support fundamental freedoms embodied in the Freedoms Scale and the Bill of Rights. Social studies educators need to seek ways to increase support of fundamental freedoms, and to explore strategies to decrease the dogmatism or close-minded attitudes evident in many low ability and average adolescents. Three appendices provide a description of the research instruments used, list tables of statistical data, and present a 27-item bibliography. (DB)

ED 325 439 SO 030 383

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Universal Primary Education for Girls: Papua New Guinea.

PUB DATE- 87

NOTE- 86p.; For related documents, see SO 030 378-382.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Area Studies; *Developing Nations; Educational Development; Educational Research; Elementary Education; *Equal Education; *Females; Foreign Countries; Primary Education; Public Education; Tables (Data); *Womens Education; Womens Studies

IDENTIFIERS- *Asia Pacific Region; *Papua New Guinea

Universalization of primary education (UPE) is one of the major priority goals of all countries in the region of Asia and the Pacific. The developing countries in particular now are engaged extensively in the formulation and implementation of policies, plans, and programs aimed at making adequate and suitable opportunities for primary education available to all children as soon as possible. Lower participation rates of girls in primary education is seen as one of the main obstacles to achieving full universalization of primary education in some of the countries of the region. This volume focusing on New Guinea is one of a series that provides a comparative view of the position of and progress made in UPE in six countries with particular reference to female enrollment and participation in primary education. The six chapter topics in this volume are: (1) universal primary education; (2) poor female enrollment and retention, the incidence of the problem; (3) factors affecting the enrollment and retention of girls in community school; (4) retention, what the drop-outs and their parents say; (5) who drops out? and (6) present policies, projects, and proposed strategies. A number of tables displaying data appear throughout this volume and a 16-item bibliography is appended. (DB)

ED 325 474 SP 032 720

Andrews, Sharon Vincz; Wheeler, Patricia J.
Helping Preservice Teachers Examine Their Cultural and Educational Presuppositions: Strategies for Critical and Democratic Reflection.
PUB DATE- Oct 90
NOTE- 35p.; Paper presented at the Bergamo Conference (Dayton, OH, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Critical Thinking; *Curriculum Development; Higher Education; Literature Reviews; *Methods Courses; *Participative Decision Making; Preservice Teacher Education; *Student Participation; Teacher Role; *Teaching Methods

Methods classes in teacher education are under attack. If teacher education programs are to survive with a methods component, teacher educators need to begin living and demonstrating the models of pedagogy they advocate. Methods courses must go beyond the lecture mode to democratic practice in which students and instructors build social learning communities. This paper discusses establishing democratic practice in the classroom and the dilemmas inherent in such practice. Analysis of qualitative data from several classes resulted in a number of emergent themes: demystification of the knowledge base in methods classes, power of social learning/reduction of individualism, and decision making as a disappearing dialectic. The propositions which emerged in this study and the implications for curriculum can be summarized in one statement: the qualities and conditions which democratic practice allows--development of voice, the creation of learning environments, the pursuit of inquiry, and engagement in reflexivity--are the major components of a framework for learning and, therefore, should be major components of curriculum in teacher education. (Author/JD)

ED 325 503 TM 015 733

American Coll. Testing Program, Iowa City, Iowa.

The High School Profile Report: Normative Data. A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 1990 Graduates. ACT High School Profile Report H.S. Graduating Class 1990. National Report.

PUB DATE- 90

NOTE- 19p.; For a related document, see "Your College-Bound Students: Interpretive Guide to the ACT High School Profile Service."

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Ability; College Bound Students; College Entrance Examinations; Educational Trends; High School Graduates; High Schools; *High School Students; Longitudinal Studies; *National Norms; *Profiles; Statistical Data; *Student Characteristics; Tables (Data); *Test Results

IDENTIFIERS- *American College Testing Program

As part of the American College Testing (ACT) High School Profile Service, national norms are provided to reflect the characteristics of students who took the ACT Assessment during their junior or senior years and graduated from high school in 1990. Four-year averages for ACT-tested graduates are illustrated. The tables of norms include: (1) mean ACT scores, frequency distributions, and cumulative percentages for males and females combined; (2) mean ACT scores and distribution of selected cumulative percentages for males and females; (3) student satisfaction with various aspects of the local high school; (4) expressed adequacy of high school education according to the high school curriculum/program; (5) average ACT scores for different patterns of academic preparation; (6) core high school courses, ACT averages, and self-reported mean grade point averages; (7) grade level at the time of testing and mean ACT composite scores; (8) averages of the four high school grade levels; (9) educational degree aspirations and mean ACT composite scores; (10) percentage distribution of planned educational majors and vocational choices; (11) profile of students according to their postsecondary educational plans; (12) students' institutional preferences at the time of testing; and (13) distribution of planned educational majors and ACT composite scores. Table 12 is not included in the regional or national norms. (SLD)

ED 325 517 TM 015 774

Austin Independent School District, Tex. Office of Research and Evaluation.
Feedback: A Look at Limited-English-Proficient Students in AISD.
PUB DATE- Oct 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Bilingual Education Programs; Economically Disadvantaged; *Elementary School Students; Elementary Secondary Education; *Enrollment Trends; Graphs; *Hispanic Americans; *Limited English Speaking; Program Evaluation; *School Demography; School Districts; *Secondary School Students; Spanish Speaking; Special Needs Students; Statistical Data; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX; Fact Sheets

The numbers and status of limited-English-proficient (LEP) students in the Austin (Texas) Independent School District (AISD) are described for the 1989-90 school year. During that year, 4,494 LEP students were served by the AISD schools: 3,481 elementary school students, 531 middle/junior high school students, and 482 high school students. The LEP population in the school system was 90% Hispanic; Vietnamese speakers were the next largest segment, at 4%. In all, there were 4,042 Hispanic students; 32 Black students; and 420 American Indian, Asian, and White students. Most (90%) LEP students in the AISD were from low-income families, and 38% were overage. Most (88%) LEP students were in regular LEP programs, with a few assigned to special education or modified instruction. Students needing additional services transferred to other schools that provide enhanced services. Such transfers in the year are detailed. In general, rates for the LEP program were similar to districtwide rates for attendance, discipline, retention, dropouts, and mean grade point average. However, compared to the districtwide ranges, LEP students performed less well in discipline at the middle and junior high levels; there were higher dropout rates and lower mean grade point average at the high school level. Data about the LEP students in the AISD are presented in four graphs and five tables. (SLD)

ED 325 337 SE 051 673

Neal, Homer A., Ed.; Wilson, Jack M., Ed.
American Association of Physics Teachers, College Park, MD.
The Future of U.S. Doctoral Programs in Physics (May 22-23, 1989).
Topical Conference Series.
PUB DATE- 90
NOTE- 132p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Science; Conferences; *Demand Occupations; Doctoral Degrees; *Educational Trends; *Females; Higher Education; *Minority Groups; *Physics; Science Education

The 1990's represent an unusual period in physics. Some areas are in a state of unusual excitement, while there are divisions growing within the discipline over priorities. Another problem facing the field at this time is that few U.S. nationals are going into careers related to physics. In addition, the percentage of females and minorities pursuing studies related to physics continues to be extremely small. This conference was organized to focus on these concerns. It was designed to share information on trends in physics and physics education and to facilitate discussion within the discipline. This document contains 23 papers presented at the 1989 conference, the text of four summary resolutions, correspondence, and lists of the steering committee and conference participants. (CW)

ED 325 422 SO 030 075

Willing, Kathlene R.
Interactive Image Technologies Inc., Toronto (Ontario).
A Formative Evaluation Plan of the Bartlett Saga: Part III "United We Stand: Confederation," 1864-1873.
PUB DATE- Feb 87
NOTE- 80p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Computer Software; *Computer Software Evaluation; Educational Research; Elementary Secondary Education; Foreign Countries; History; *History Instruction; Interactive Video; Learning Activities; *North American History; *Research Reports; Social Studies; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Canada

This field test report was completed for a producer of an educational computer software program. The program, designed to help students learn about Canadian history, is outlined. The program simulates the events and atmosphere of the years 1864-1873, formative years in Canada's history; the student user is cast in the role of a journalist on the staff of a newspaper. As the student covers various news stories of the period, decisions concerning day-to-day life, as well as the larger social, economic, and political issues of nation-building are faced. This report discusses various aspects of the software field tests in two eighth grade classrooms (36 students) including descriptions of: the software, field test sites, the sample, procedure, findings, discussions of revisions, and retesting. Both teachers and students were impressed by the program, and students benefitted from using it. Three appendices contain: teacher materials, observer materials, and excerpts from transcribed tapes. (DB)

ED 325 457 SP 032 688

Buchmann, Margret
National Center for Research on Teacher Education, East Lansing, MI.
Making New or Making Do: An Inconclusive Argument about Teaching. Issue Paper 90-7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; *Concept Formation; Elementary Secondary Education; *Experiential Learning; Lifelong Learning; Psychological Patterns; *Socialization; *Teacher Characteristics

The idea that "breaks from experience" are necessary in teacher learning is a response to the fact that teachers come to their preparation with set ideas about their work that tend to fit with the given. This paper examines justifications for such "breaks" centering, first, on the limitations of what teachers learn through experience and, second, on comparisons of teacher learning with socialization in other professions. The argument questions the notion of teachers as experts and cautions against the confident pursuit of reforms. (Author)

ED 325 606 UD 027 776

Humlicek, Jean A.
Oral Vocabulary Development Program for a Transitional First Grade Program.
PUB DATE- 88
NOTE- 91p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Bilingual Education; *Classroom Techniques; *Elementary School Students; Grade 1; Hispanic Americans; *Language Skills; Limited English Speaking; Practicum Papers; Pretests Posttests; Primary Education; *Transitional Programs; Urban Schools; *Vocabulary Development

This report describes the implementation and evaluation of a 12-week oral vocabulary development curriculum for use with transitional first graders. The transitional first grade is a class between kindergarten and first grade to provide students with an extra year of academic instruction to learn the skills needed to enter first grade. A natural language approach was used to introduce 104 words to a class of 19 inner-city English-speaking, limited-English-proficient (LEP) Spanish-speaking, and bilingual Spanish-speaking students. The teacher presented daily 20-minute lessons. Pre- and post-implementation vocabulary ages were measured using the Peabody Picture Vocabulary Test-Revised (PPVT-R). Pretest vocabulary ages ranged from 2 years and 0 months to 5 years and 4 months. When compared to posttest scores, the students demonstrated an average vocabulary age gain of 11 months. Individual student improvement ranged from 3 to 22 months. A list of 25 references, an 8-item annotated bibliography, and the following teaching materials are appended: (1) a list of minimal reading skills required for promotion; (2) two sample lesson plans; (3) a 104-word vocabulary list; (4) a lesson schedule; and (5) six vocabulary review checklists. (FMW)

ED 325 275 RC 017 824

Smith, William G.
Technology Gives Kids an Education...They Learn It through the Screen.
PUB DATE- 90
NOTE- 5p.; SBC Update is a publication of Southwestern Bell Corp.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Television; Higher Education; High Schools; Rural Education; Telecourses; Television Teachers
IDENTIFIERS- *Interactive Instructional Television; *TI IN Network TX

Five years ago, the TI-IN Network launched the first private long-distance interactive television network. Via satellite, it now beams live televised interactive courses taught by master teachers to thousands of high school students scattered across 29 states. Begun as a public and private joint venture with the Education Service Center Region 20 in San Antonio, TI-IN has grown to be a leading force in distance learning. The number of TI-IN school sites is approaching 1,000, and revenues are expected to hit $12 million this year. In 1984 the Texas legislature required that school districts provide any course requested by 10 students or more. TI-IN offered a cost-effective alternative to small rural districts, with the cost of electronically importing courses running one third to one half of a resident teacher's salary. Today, two channels of simultaneous programming (17 courses/2,000 hours a year) are broadcast to satellite dishes at school sites. TI-IN also provides 200 hours of staff development programming, some of it for college credit. This year, TI-IN high school classes will also be available through cable television in many parts of the country. TI-IN's live interactive programming will be a part of a 24-hour cable education channel called Mind Extension University, which will also offer undergraduate and graduate courses. This article contains vignettes about students, teachers, and teaching methods. (SV)

ED 325 289 RC 017 868

Wolfe, Patricia, Ed.; And Others
Alaska Staff Development Network, Juneau.; Alaska State Dept. of Education, Juneau.; Alaska Univ.- Southeast, Juneau.; Sheldon Jackson Coll., Sitka, Alaska.
The Wisdom of Practice. Volume II. Managing the Multigraded Classroom.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 90
NOTE- 96p.; For volume 1, see RC 017 869.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; *Class Organization; Classroom Environment; *Classroom Techniques; Cross Cultural Training; Elementary Secondary Education; Lesson Plans; *Multigraded Classes; *One Teacher Schools; Rural Schools; *Small Schools; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Alaska

In this collection, nine master teachers with extensive experience in small, rural Alaska schools describe classroom management techniques that have proven effective in their multigraded classrooms. Over half the document consists of one paper, the last in the volume, entitled "More like a School Family than Just a Teacher and His or Her Students: Is the One Teacher School for You?" by Lance C. Blackwood. This paper discusses: (1) the characteristics of an effective teacher in rural Alaska; (2) teacher-community relationships; (3) organization of the day and year for teaching many different grade levels and subjects; (4) cross-cultural issues; (5) questions for prospective employers in rural Alaska; and (6) advantages and disadvantages to teaching in a one-teacher school. Other papers present tips on planning lessons, scheduling each student's day and week, individualized instruction, small group instruction, student discipline, student seating arrangements, classroom environment, teacher-student relationships, teaching creative thinking skills, and teaching computer skills. (SV)

ED 325 303 SE 051 463

Blosser, Patricia E.; Helgeson, Stanley L.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Selected Procedures for Improving the Science Curriculum. ERIC/SMEAC Science Education Digest No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Educational Improvement; *Elementary School Science; Elementary Secondary Education; Higher Education; *Inquiry; Science and Society; *Science Curriculum; Science Education; *Secondary School Science; Teacher Education; Teaching Methods; Technology; Textbooks
IDENTIFIERS- ERIC Digests

This digest was prepared to provide some information about activities aimed at improving the science curriculum, a task that is neither easy nor simple. Six identifiable emphases are identified including: inquiry teaching; science, technology, and society; conceptual change; thematic science teaching; The Scope, Sequence, and Coordination project of the National Science Teachers Association; and interactive science learning. Other factors which influence the science curriculum including teacher preparation and textbooks are discussed. A list of eight references is provided. (CW)

ED 325 320 SE 051 655

Virginia State Dept. of Waste Management, Richmond. Div. of Litter & Recycling.

Community Solutions for Solid Waste Pollution, Level 6. Teacher Guide. Operation Waste Watch.

PUB DATE- 80
NOTE- 53p.; For related documents, see SE 051 649-656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; Elementary School Science; *Environmental Education; *Grade 6; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Science Activities; Science Education; Science Instruction; Science Materials; *Solid Wastes; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Virginia

Operation Waste Watch is a series of seven sequential learning units which addresses the subject of litter control and solid waste management. Each unit may be used in a variety of ways, depending on the needs and schedules of individual schools, and may be incorporated into various social studies, science, language arts, health, mathematics, and artistic activities. Each unit consists of a teacher's guide, filmstrip-cassette set, activity cards, test materials, duplicating masters, and a poster. This document contains the teacher's guide and activity cards for the sixth-grade unit entitled "Community Solutions for Solid Waste Pollution." In this unit, students study their own locality's solid waste problems and design a model waste disposal plan for an imaginary community. Seventeen individual- and 12 class-activity cards are included. (CW)

ED 325 533 TM 016 066

Education Resources Group, Inc.
Options for Evaluating the Educational Partnerships Program, 1991-1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 29p.; One of four commissioned reports on educational partnerships; for the other reports, see TM 016 067-069.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Documentation; Educational Research; Elementary Secondary Education; *Evaluation Methods; Evaluation Research; *Federal Programs; Formative Evaluation; Higher Education; *Program Evaluation; Public Schools; Qualitative Research; *Research Projects; *School Community Programs; Summative Evaluation
IDENTIFIERS- *Educational Partnerships Program; *Partnerships in Education

Methodologies for evaluating/documenting partnership programs are analyzed and options for evaluating/documenting OERI's Educational Partnerships Program (EPP) are proposed. The EPP supports alliances between public schools and/or higher education and the private sector to encourage excellence in education. This paper reflects discussions/recommendations of the EPP Study Group, which met in Washington, D.C. in November-December, 1990. A two-part discussion is provided, which begins with a brief summary of the EPP's purpose and the characteristics of the 18 partnership projects funded in mid-1990. The second part discusses the proposed evaluation options. Options covered for Program Year One (1990-91) include: setting up a systematic tracking system; setting up program files; keeping contact logs by sites, and conducting structured phone interviews. Options covered for Program Year Two (1991-92) include various evaluation start-up activities; providing either project-based formative evaluations or documentation of project implementation; preparing project-based summative evaluations; and preparing a summative evaluation of the overall program. Options covered for Program Year Three (1992-93) include ongoing evaluation design, and site profiles. Formative versus summative approaches, quantitative versus qualitative data collection, and advantages versus disadvantages of various options for each of the three years of the EPP are explored. (RLC)

ED 325 547 UD 027 578

Africa Leadership Forum.
Education for Development. Farm House Dialogue (2nd, Ota, Nigeria, December 2-4, 1988).
SPONS. AGENCY- Africa Leadership Foundation.
PUB DATE- 88
NOTE- 25p.; For other Farm House Dialogues, see UD 027 577-584.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; *Compulsory Education; *Curriculum Development; *Developing Nations; *Educational Development; Elementary Secondary Education; Foreign Countries; Higher Education; Workshops
IDENTIFIERS- *Nigeria

This document summarizes discussions at an invitational workshop on education for development in Nigeria. Education is recognized as the key to developing a people's ability to manage and induce change. An improved elementary/secondary school curriculum should include the following objectives: (1) appreciation of cultural traditions while remaining open to change; (2) effective interpersonal relationships and group dynamics; (3) individual creativity; (4) values of citizenship and leadership; and (5) personal productivity and efficiency. With the exception of upper class students, there has been a national decline in basic skills for the following reasons: (1) reduced educational funding; (2) rising costs of books and equipment; (3) declining teacher motivation and commitment; (4) preoccupation with materialism that has resulted in declining secondary school enrollments; (5) lack of a comprehensive instructional program; (6) poor government supervision and monitoring; and (7) poor implementation of educational policy. The current worldwide economic crisis demands increased emphasis on technical and economic education at all levels. New federal policies are needed to extend educational opportunities to all students, regardless of socioeconomic status or sex. Nine years of elementary and secondary education should be required of all citizens by the year 2000. Local governments should partially fund elementary and secondary education in order to ensure community involvement, and careful attention should be paid to the management of institutions of higher education. A list of participants and a description of the Africa Leadership Forum are appended. (FMW)

ED 325 592 UD 027 738

Howard, Bessie C.
American Univ., Washington, DC. Mid-Atlantic Equity Center.
Learning To Persist-Persisting To Learn. Revised Edition.
PUB DATE- 89
NOTE- 53p.; For related documents, see UD 027 739-740.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Black Students; *Classroom Techniques; Cognitive Style; *Cultural Differences; Elementary Secondary Education; Hispanic Americans; *Instructional Systems; *Learning Strategies; *Student Motivation; Teaching Methods
IDENTIFIERS- Hispanic American Students

This guide to improving student persistence is the first part of a four-part series addressing the essential characteristics of effective instruction that have a positive impact on the academic achievement of Black and Hispanic students. Persistence is learned behavior, and lower-class students are more likely than middle-class students to observe adults who lack control of their environment and to view luck or chance as a more significant factor in success than effort or persistence. Research studies indicate that it is important to understand the relationship between persistence and the following variables: (1) achievement motivation; (2) locus of control; (3) learning styles; (4) culture, ethnicity, and social class; and (5) disruptive or delinquent behavior. The following instructional strategies support persistence: (1) opportunities for cooperation; (2) minority role models; (3) variable time options; (4) student input; (5) choices of content and process; (6) clear and challenging expectations; (7) self-assessment; (8) practice in setting goals; (9) emphasis on relevance; (10) variety of instructional modalities; (11) hands-on use of materials; and (12) awareness of cultural diversity. The following instructional systems have been used to help minority students persist: (1) cognitive instruction; (2) cooperative learning; (3) mastery learning; (4) contract learning; and (5) learning centers. Three charts illustrating learning stimuli, learning preferences, and cultural learning styles and four worksheets to diagnose and support persistent behavior are included. A list of teacher behaviors that communicate and support positive expectations and a 70-item bibliography are appended. (FMW)

ED 325 261 RC 017 505

Roemer, Kenneth M., Ed.
Approaches to Teaching Momaday's "The Way to Rainy Mountain".
Approaches to Teaching World Literature Series, Number 17.
PUB DATE- 88
NOTE- 186p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Literature; College English; Higher Education; Instructional Materials; Literature; Postsecondary Education; *Teaching Guides; *Twentieth Century Literature
IDENTIFIERS- *Kiowa (Tribe); *Way to Rainy Mountain (Momaday)

This teaching guide provides background information and pedagogical approaches to N. Scott Momaday's "The Way to Rainy Mountain." The first section provides information on: the various editions; other works by Momaday; reference works; background studies of biography, culture and American Indian literary genres; critical studies; and teaching guides and audiovisual aids. In the second section, "Approaches", 17 contributors present their approaches to teaching the work in situations ranging from large state and private universities to small, Indian community-based projects. This section is divided into five parts: (1) Biographical, Cultural, and Generic Contexts; (2) Critical Contexts: Forms; (3) Critical Contexts: Themes; (4) Pedagogical Contexts: Composition Courses; and (5) Pedagogical Contexts: Literature Courses. Appendices include comparative possibilities with other published works and a basic chronology of tribal and family histories. Cited are 261 works. (ALL)

ED 325 338 SE 051 674

Andre, Thomas; Veldhuis, G. Henry
Research Inst. for Studies in Education, Ames, IA.
Use of Computers by Physics and Physical Science Teachers in Iowa. Technical Report.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Computer Uses in Education; High Schools; Microcomputers; *Physical Sciences; *Physics; Science Education; *Science Teachers; *Secondary School Science; *Surveys; *Teacher Attitudes
IDENTIFIERS- *Iowa

With the advent of inexpensive microcomputers, the availability of microcomputers in the schools has mushroomed. Teacher training in the use of microcomputers has not kept pace with the increased availability of computers. There is little current information about how physics and physical science teachers actually use microcomputers in their teaching. Information about this usage and the teachers' perceptions of the values of microcomputers for teaching is valuable for policy planning and in understanding the needs of teachers for increased training and equipment. This study surveyed physics and physical science teachers in Iowa concerning their use of and perceived values related to microcomputers in teaching. Results included information concerning the number of students in teachers' classes, teacher interest in microcomputers, availability of microcomputers, and types of software used. Correlations between teacher interest and usage are reported. Survey data are presented in tabular form. (Author/CW)

ED 325 354 SE 051 690

Dependents Schools (DOD), Washington, DC. Pacific Region.
Elementary School Science Education Program Evaluation Guide, SY90-91. Edition Three.
PUB DATE- Sep 90
NOTE- 27p.; For Edition One, see ED 297 939, for Edition Two, see ED 316 424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; Curriculum Evaluation; *Educational Assessment; Elementary Education; *Elementary School Science; *Program Evaluation; *Program Improvement; *Science Education; *Science Instruction
IDENTIFIERS- *Dependents Schools

This guide was developed for the Department of Defense Dependent Schools Pacific Region science coordinator, elementary school principals, and teachers. Its intended purpose is to serve as aid in identifying strengths and weaknesses of science programs in grades kindergarten through grade six. The guide is also used as a notebook by the science coordinator during school visits. Included in the areas to be assessed are: program indicators; program management; budget; library and media center; the use of computers; curriculum guides; time allocations; teaching staff; adopted textbooks; the school improvement plan; and standardized testing. (KR)

ED 325 371 SE 051 707

Terranova, Mary Ellen Schmidt

Elementary Teachers' and Principals' Feelings and Beliefs about Calculator Use.

PUB DATE- 90
NOTE- 28p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, May 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Affective Behavior; Affective Measures; *Attitude Measures; *Calculators; Cognitive Structures; Curriculum Design; Curriculum Development; Educational Philosophy; *Educational Strategies; Educational Technology; Elementary Education; *Elementary School Mathematics; Inservice Teacher Education; Instructional Design; Mathematics Education; Questionnaires; *Teacher Attitudes; Teaching Methods; Technology

This study investigated barriers to calculator use in elementary school classrooms. Teachers (n=348) and principals (n=30) in western New York State were surveyed in 1988 about their feelings and beliefs about calculator use. Analysis of the responses found that teachers and principals believed that calculators should be used in elementary classrooms; however, teachers appeared to harbor fears about the effects of the use of calculators on students' learning. Principals appeared to be less concerned about negative effects. Teachers and principals believed that inservice programs would be most helpful to them in learning to integrate calculators in the K-6 elementary mathematics curriculum and that calculators needed to be readily available for instruction in the classroom. (KR)

ED 325 389 SE 051 729

Indiana Univ., Bloomington. Mathematics Education Development Center.

Implementing the NCTM Standards for School Mathematics for the 21st Century. Final Report.

SPONS. AGENCY- Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 1 Oct 90
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Inservice Teacher Education; *Mathematics Education; Problem Solving; Program Descriptions; Program Evaluation; Teaching Methods; *Thinking Skills; Workshops
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

In April 1989, the National Council of Teachers of Mathematics issued a major report which presented 13 standards for elementary school mathematics. Among the most important and wide reaching of the Standards are those stating that the study of mathematics should emphasize problem solving, mathematical reasoning, and number sense. The project described in this report used Eisenhower funds to provide inservice training for 131 elementary school teachers and 19 principals and focused on the latter two goals of the Standards: promoting mathematical reasoning and developing number sense. Included in this document are a description of the workshop series and evaluation data which indicates why the program was effective. Appended are an evaluation report, copies of the evaluation instruments, and a recruiting brochure. (Author/CW)

ED 325 440 SP 032 587

Fay, Carolyn
Teaching and Leading: In the Teacher's Voice.
PUB DATE- Apr 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Governance; *Leadership Styles; *Participative Decision Making; Professional Autonomy; *School Restructuring; *Staff Development; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Teacher Empowerment

Interviews were conducted with teachers who chaired the steering committees for 3 of the 25 National Education Association Mastery in Learning (MIL) Project schools with the purpose of eliciting their viewpoints on teacher empowerment and leadership. The schools (Orchards Elementary School in Lewiston, Idaho; Willow Creek Junior High in Rochester, Minnesota; and Maryvale High School in Phoenix, Arizona) were chosen as a representative cross-section offering three different levels of schooling, three different settings (urban, suburban, rural), and faculties of differing sizes. Of particular interest were the teacher's views on how they combined their teaching role with the leadership role, how one affected the other, and how their expanded roles were viewed by their colleagues. Four common themes emerged from interviews and observations: (1) time and teacher leadership; (2) effects of teaching mission and leadership upon one another; (3) teacher leadership and collegial relationships; and (4) differences between teacher leadership and administration. Different views held by the MIL teacher leaders on these themes are reported. It is recommended that study of teacher leadership should be increased and directly involve teacher leaders themselves. It is also recommended that professional development programs be designed for practicing and aspiring teacher leaders. (JD)

ED 325 458 SP 032 689

Conle, Carola
Folk Models and Change in a Teacher's Practical Knowledge.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Collegiality; Discourse Analysis; Folk Culture; Foreign Countries; Grade 8; Junior High Schools; *Models; Participant Observation; *Personal Narratives; Story Grammar; *Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- *Knowledge Base for Teaching

Folk models have been called unspecified programs that are passed on and learned experientially. Through a narrative reconstruction o a participant observer's fieldnotes on an eighth-grade teacher's professional activity, the researcher sensed two folk models at work: (1) knowledge as corpus, hierarchically organized; and (2) knowledge in relation to people that is communicatively structured. By looking at the second model through narrative, the researcher attempts to demonstrate that professional knowledge, like cultural knowledge, is shared and passed on through enactments, particularly through the experience of narrative detail: feelings, moods, imaginative acts, physical arrangements, personal aims and fears, i sum, bits of enacted story. The narrative is seen as a folk model i action whose plot centers on building relationships. According to the narrative, the teacher made specific moves to bring about a sense of community among her students and between the students and herself. The narrative also points up a specific goal--to create a democratic community, describes the setting and emotional atmosphere, and has a moral. Top-down implementation of such a cultural model is impossible, but telling and retelling the story will shape teachers' continued living of it and will call for reconstructions. (Excerpts from the narrative under discussion constitute six pages of text in this document. Thirty-four references are listed. (JD)

ED 325 489 TM 015 699

Meld, Andrea

Designing Questionnaire Items: Lessons Learned from Faculty and Student Surveys.

PUB DATE- Apr 90

NOTE- 16p.; Paper presented at the Annual Meeting of the Western Psychological Association (70th, Los Angeles, CA, April 26-29, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accreditation (Institutions); Comparative Analysis; Higher Education; Mail Surveys; *Program Evaluation; *Questionnaires; Response Style (Tests); Test Construction; *Test Format; Testing Problems; Test Interpretation; Test Items; Test Reliability; Test Validity

IDENTIFIERS- *Close Ended Questions; Nonrespondents; *Open Ended Questions

Surveys used for program and institutional evaluation, such as self-studies conducted for accreditation review, are discussed. Frequently, these evaluations take the form of faculty surveys and student surveys. This paper explores the following general considerations associated with mail surveys and other surveys: avoidance of response bias; reduction of non-response; reliability and validity in survey research; and the effects of different response models. Practical suggestions are offered, in non-technical language, for implementing survey research methods and developing more useful questionnaire items. The advantages and disadvantages of open versus closed question forms are described. Open questions allow respondents to state opinions in their own words and may reveal important issues that the evaluator may not have anticipated. However, the results of open questions are more difficult to analyze than are those of closed questions, which generally produce more reliable data that accommodate statistical analysis and allow the responses of individuals and groups to be quantified and compared. It is concluded that the question format not only determines the quality of information or opinion elicited, but also affects data analysis and interpretation. (TJH)

ED 325 518 TM 015 775

Smyer, Roxane; Wilkinson, David
Austin Independent School District, Tex. Office of Research and Evaluation.
Continued Steps towards Drug-Free Schools in AISD: 1989-90.
PUB DATE- Sep 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Education; *Drug Education; Educational Trends; Elementary School Students; Elementary Secondary Education; *Federal Programs; Graphs; *Prevention; Program Evaluation; *School Districts; School Surveys; Secondary School Students; Statistical Data; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX; *Drug Free Schools

The Austin (Texas) Independent School District (AISD) has received federal funds through the Drug-Free Schools and Communities Act of 1986. The AISD has established a four-fold approach to educate students in kindergarten through grade 12 about the dangers of drugs and alcohol. The four components of the program include: (1) a core committee called Prevention and Remediation in Drug Education (PRIDE), which provides drug/alcohol education programs at the schools, makes materials and curriculum available, and also provides staff training; (2) Drug Abuse Resistance Education (DARE) for grades 5 and 7; (3) Peer Assistance and Leadership (PAL) for students in grades 8 and 12 who are trained to assist younger students; and (4) support groups and crisis intervention through the Office of Student Support Services. A survey of high school students in 1989-90--the third year in which the AISD received federal funding for drug-free school programs--revealed that many students were aware of drug and alcohol use, and most believed the district was doing an effective job combating them. Although the decline could not be attributed directly to any one component, the drop in drug- and alcohol-related offenses in the schools in 1989-90 may have resulted from the program interventions. Use of the PRIDE units and curriculum increased in 1989-90. Most DARE students reported that DARE taught them about the effects of drugs and alcohol. The PAL program assisted 911 students at the elementary school and secondary school levels in the school year. Twenty-one graphs and 11 tables illustrate the report and provide information about program components. (SLD)

ED 325 562 UD 027 691

De La Rosa, Denise; Maw, Carlyle E.

National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

Hispanic Education: A Statistical Portrait 1990.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Rockefeller Foundation, New York, N.Y.

PUB DATE- Jul 90

NOTE- 94p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Census Figures; *Educational Attainment; *Educational Experience; Elementary Secondary Education; Hispanic Americans; *Illiteracy; Minority Group Teachers; Postsecondary Education; *Racial Differences; Statistical Analysis

IDENTIFIERS- *Hispanic American Students

This report provides statistical data on the educational status of Hispanic Americans. Summaries are provided of educational status, attainment, and literacy at various points in the educational pipeline. Information about elementary and secondary school teachers is also included. Statistical data were drawn primarily from recent reports of the National Center for Education Statistics and the United States Bureau of the Census. The following summary findings are reported: (1) Hispanics are the most undereducated segment of the population; (2) Hispanics represent a growing segment of the school-age population; (3) Hispanic students face serious difficulties; (4) achievement test scores of Hispanics and Blacks remain lower than those of Whites, and in some cases the gap is widening; (5) Hispanic eighth-graders have lower educational expectations than Blacks or Whites; (6) Hispanics are unlikely to have Hispanic teachers who can serve as mentors; (7) Hispanics continue to be at risk of academic failure and dropping out; (8) Hispanics continue to have the highest dropout rate of any group; (9) Hispanics continue to have the lowest high school completion rates of any group, and the gap between Hispanics and both Blacks and Whites is continuing to grow; (10) Hispanic enrollment in higher education is low and Hispanic students tend to enroll in schools not offering advanced degrees; (11) compared to Blacks and Whites, Hispanics rely more heavily on student loans and less on grants to finance postsecondary education; and (12) Hispanic illiteracy rates are much higher than those of Blacks or Whites. Statistical data are presented in 29 tables and 45 graphs. There are 50 reference notes. (FMW)

ED 325 577 UD 027 722

McCarthy, Cameron
Race and Curriculum: Social Inequality and the Theories and Politics of Difference in Contemporary Research on Schooling.
PUB DATE- 90
NOTE- 169p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Blacks; Cultural Pluralism; *Curriculum; *Educational Sociology; Marxian Analysis; Minority Groups; *Multicultural Education; *Racial Discrimination

This book puts into a broader theoretical and political perspective the issues of racial inequality and minority underachievement that face educators in schools and universities across the United States. After presenting a critical overview of mainstream and radical solutions to racial inequality in education, it offers an alternative approach that stresses the importance of understanding the social context and nuance in the dynamics of race relations. Chapter titles are as follows: (1) "Introduction: Race and Curriculum"; (2) "Mainstream Accounts of Racial Inequality in Schooling"; (3) "The Multicultural Solution"; (4) "Neo-Marxist Approaches to Racial Inequality: The Subordination of the Problem of Race"; (5) "Nonsynchrony and Social Difference: An Alternative to Current Radical Accounts of Race and Schooling"; and (6) "Racial Inequality and the Challenge of Educational Reform." A list of references is included. (DM)

ED 325 321 SE 051 656

Virginia State Dept. of Waste Management, Richmond. Div. of Litter & Recycling.
The New Three Rs: Reduce, Reuse, & Recycle!
PUB DATE- 89
NOTE- 18p.; For related documents, see SE 051 649-656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; Instructional Materials; *Interdisciplinary Approach; Science Activities; Science Education; Science Instruction; Science Materials; Secondary Education; *Secondary School Curriculum; Secondary School Science; *Solid Wastes; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Virginia

Given the growing interest in the environment and the mounting crisis in solid waste management, many secondary teachers have been seeking curriculum materials which can help them address these issues with their classes. This document is a collection of 12 multidisciplinary activities which are offered to assist in the education of these students. Each activity in this guide includes objectives, a list of materials, procedures, and suggested followup activities. Activities include: (1) "Is It Trash or Is It Treasure?"; (2) "Values and Technology"; (3) "Waste Not Want Not!"; (4) "Packaging Tells a Tale!"; (5) "Unhappy Shoppers!"; (6) "Technology: Changes in the Home"; (7) "Waste You See is Waste You Get!"; (8) "Make it New Again!"; (9) "More Paper from Paper!"; (10) "Compost: There's Gold in that Garbage"; (11) "It's In the Bag!"; and (12) "Simulation of a Local Waste Management Problem." (CW)

ED 325 406 SO 030 040

Norton, Augustus Richard; Weiss, Thomas George
Foreign Policy Association, New York, N.Y.

UN Peacekeepers: Soldiers with a Difference. Headline Series No. 292.

PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- Adult Education; Citizenship Responsibility; Diplomatic History; Foreign Countries; *Foreign Policy; Higher Education; International Cooperation; *International Programs; International Relations; Military Organizations; Peace; Political Science; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- *United Nations

United Nations (UN) peacekeepers, symbolic neutral military units whose presence has made a difference in areas as diverse as Afghanistan, Central America, and Namibia, are in a unique position to affect the course of international peace. With recent UN successes negotiating resolutions in Afghanistan and the Iran-Iraq war, and with radically improved relations between Washington and Moscow, there is a new sense of optimism about the United Nations. In fact, international support for UN peacekeeping, symbolized by the Nobel Peace Prize of 1988, appears to be at an all-time high. However, unless solutions are found to three unresolved peacekeeping problems--financing, management, and peacemaking--the current optimism about the UN could sour. The United States is urged to take advantage of this unique chance to improve the peace process by acting quickly to address these problems. The book includes a map and a chronology of current peacekeeping operations, excerpts from the UN Charter, illustrations, discussion questions for students and other groups, and a 16-item annotated reading list. (DB)

ED 325 423 SO 030 076

World Bank, Washington, D. C.
The Dividends of Learning: World Bank Support for Education.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economic Development; Educational Benefits; *Educational Development; Educational Economics; Educational Opportunities; Foreign Countries; Global Approach; International Education; *International Programs
IDENTIFIERS- *World Bank

Education gives people the opportunity to become more productive, escape poverty, and improve the quality of their lives. For more than two decades the World Bank has supported the efforts of developing countries to expand and improve education at all levels. This document discusses World Bank efforts in support of education in developing countries as the 1990s begin. Figures on lending for education, as well as Bank support for educational policy and analysis and research are included. Strategies for educational development are presented for several different education levels and representative efforts at each level in individual countries are discussed. A number of figures appear in the booklet, and an appendix detailing World Bank education projects being implemented is 1990 in included. (DB)

ED 325 475 SP 032 721

Hollins, Etta R.
Professional Development for Teachers of "At-Risk" Students: A Comprehensive Plan.
PUB DATE- Jun 90
NOTE- 23p.; Paper presented at the Interstate New Teacher Assessment and Support Consortium Seminar (Kansas City, MO, June 21-23, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Curriculum Development; Elementary Secondary Education; Higher Education; *High Risk Students; Inservice Teacher Education; *Internship Programs; *Minority Group Children; *Professional Development; Urban Education

This paper presents a comprehensive program aimed at supporting public school teachers' role as scholars and engaging them as generators of new knowledge concerning at-risk students. Understanding the home culture and community life of at-risk students is a basic part of this program. These students represent a very diverse group from varying cultures, experiential backgrounds, socioeconomic status, and linguistic backgrounds. The curriculum should help these students maintain a sense of identity and personal worth and a feeling of connectedness with people like themselves as well as with those who are different. They should find a truthful representation of their cultural heritage within the curriculum. The content and process of professional development for teachers are discussed, and an urban teacher intern program is described to illustrate how an effective professional development program works. The goal of the program is to improve teachers' proficiency in using the experiences and competencies that at-risk students bring to school in ways that support and enhance learning. (JD)

ED 325 607 UD 027 783

George, Eric
Kentucky Commission on Human Rights, Louisville.
Discrimination against Black Apartment-Seekers Increases Slightly in Western Kentucky, 1989. Staff Report 90-1.
PUB DATE- Jul 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Blacks; Housing; *Housing Discrimination; *Housing Opportunities; *Racial Discrimination; State Surveys
IDENTIFIERS- *Apartments; *Kentucky (West)

This study of racial discrimination toward blacks seeking rental units in seven Western Kentucky cities found that blacks were treated differently and negatively compared to whites at a rate of 9.8 percent in 1989, whereas the rate of discrimination in 1987 was 7.5 percent. Information was collected from tests by teams of black and white testers posing as apartment-seekers. The following discrimination criteria were applied: (1) availability; (2) courtesy; (3) location; (4) requirements; (5) neglect; (6) quality; (7) racial remarks; and (8) price. Among results reported are the following: (1) overall, instances of discriminatory treatment of blacks increased between 1987 and 1989; (2) rental agents in Paducah, Bowling Green, Owensboro, Henderson, Hopkinsville, Murray, and Fulton were most likely to discriminate by misrepresenting apartment availability; (3) blacks were treated less courteously than whites more frequently in 1989 than in 1987; (4) Henderson had more discrimination in its apartment complexes than any other city; (5) Owensboro was the second worst city for discrimination; and (6) the frequency of discrimination in Bowling Green and Paducah decreased between 1987 and 1989. Statistical data are presented in five tables and three graphs. An 11-item bibliography, notes on the study methodology, and the housing provisions of the Kentucky Civil Rights Act are appended. (FMW)

ED 325 276 RC 017 827

Sponder, Barry M.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
Distance Education in Rural Alaska: An Overview of Teaching and Learning Practices in Audioconference Courses. University of Alaska Monograph Series in Distance Education No. 1.
PUB DATE- Jul 90
NOTE- 139p.; Funded through a grant from Alascom and Statewide Distance Education.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alaska Natives; *Distance Education; *Higher Education; *Instructional Effectiveness; Instructional Materials; Instructional Systems; Intercultural Programs; *Program Effectiveness; Rural Education; Student Attitudes; Teacher Attitudes; Teaching Methods; *Telecommunications; *Teleconferencing; Telephone Communications Systems; Telephone Instruction
IDENTIFIERS- *Alaska

This monograph examines the effectiveness of university-level audioconference courses and distance education in Alaska. It discusses some of the problems of distance education and examines different perspectives on audioconferences. Teachers and students, both Native American and non-Native, offer their opinions on audioconferencing as an educational method. Factors such as climate, geography, efficiency of the postal system, the university support network, and telecommunications facilities often influence students' distance-education experience. The negative effects of such factors may cause students to drop out of audioconference courses or delay their completion. Differences between audioconferencing and in-person instruction touch upon many aspects of higher education including course scheduling, learning and teaching strategies, teaching styles, materials, equipment, and facilitators. Students and teachers have different opinions of the two educational approaches. Other factors coming into play are students' learning environment, institutional support, course evaluation, the audio channel used, and students' hearing problems. The ability to communicate effectively during an audioconference and to correct miscommunication is vital. Miscommunication can occur between student and teacher, among students, or between students and the university. Making courses relevant for students of different ethnic and cultural backgrounds is also important. Negative features of audioconferencing work against one of the goals of the off-campus program, which is to empower rural students to take control of their own education. Forty-four references are cited. Appendices to this document include lists of strategies for audioconference teaching and administration, and a description of a cross-cultural distance-education project using interactive multimedia. (TES)

ED 325 290 RC 017 869

Findley, Jean, Ed.; Tonsmeire, J. Kelly, Ed.

Alaska Staff Development Network, Juneau.; Alaska State Dept. of Education, Juneau.; Alaska Univ.- Southeast, Juneau.; Sheldon Jackson Coll., Sitka, Alaska.

The Wisdom of Practice. Adapting Curriculum To Meet the Needs of Rural Students.

SPONS. AGENCY- Fred Meyer Charitable Trust, Portland, OR.

PUB DATE- Apr 89

NOTE- 84p.; For volume 2 of this publication, see RC 017 868.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Alaska Natives; American Indian Education; Classroom Techniques; *Curriculum Development; Elementary Secondary Education; Rural Education; *Rural Schools; *Small Schools; *Teacher Effectiveness; Teaching Experience; Teaching Methods

IDENTIFIERS- Alaska

In this collection, eight master teachers with extensive experience in small, rural Alaska schools describe some of the ways they have adapted instruction to rural Alaskan circumstances. These papers discuss: (1) the characteristics of effective rural teachers; (2) adapting the "Coping!" curriculum for affective education to the cultural background and needs of Native Alaskan students; (3) organization and management techniques for the multigraded, multi-subject classroom; (4) using class book report projects in the upper elementary grades to increase vocabulary, create an interest in reading, and correlate with social studies instruction; (5) involving primary students in the mainstreaming of disabled classmates; (6) incorporating Alaska Native games into the physical education curriculum; and (7) using the Mortensen Math program and its manipulative kits to teach multiplication, algebra, and other areas of mathematics to Alaska Native students. Student art, other graphics, and test instruments related to the discussion are included. (SV)

ED 325 304 SE 051 639

Alberta Dept. of Education, Edmonton. Curriculum Branch.
Science 16, Program of Studies/Curriculum Guide, Grade 10.
  Interim--1990.
PUB DATE- 90
NOTE- 70p.; For the Teacher Resource Manual, see SE 051 640.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Decision Making; Foreign Countries; High Schools; Inquiry; *Learning Strategies; Problem Solving; Resource Materials; Science and Society; *Science Education; Scientific Methodology; *Secondary School Science; State Curriculum Guides; Student Attitudes; *Teaching Methods; Technology; Thinking Skills
IDENTIFIERS- *Alberta

The Science 16 program provides for the development of essential concepts, skills, and attitudes in science that will enable students to function successfully in the home, classroom, workplace, and community. The program is activity-based, and provides opportunities for students to relate essential concepts, skills, and attitudes to their own world of experience and needs. The approach fosters an appreciation of science for its usefulness and relevance, and motivates students to participate in the learning process. Societal issues involving science and technology have been integrated throughout the program. Community partnerships provide opportunities for students to become involved in the community by way of meaningful activity linked to the science program. Strategies and skills for scientific inquiry, problem solving, and decision making included throughout the Science 16 program provide students with a systematic and logical approach for dealing with a variety of phenomena encountered in their environment. This document contains the program of studies and curriculum guide for the Science 16 program. Contents include chapters which are entitled and adress: (1) "Rationale"; (2) "Philosophy"; (3) "Goals for the Science 16 Program"; (4) "Model for the Science 16 Program"; (5) "Interpersonal Skills and the Social Sphere"; (6) "Required and Elective Components"; (7) "Planning"; (8) "Learning Resources for Science 16"; (9) "Methodology"; (10) "Evaluation"; (11) "Scope and Sequence"; (12) "Program of Studies/Presentation of Content"; and (13) "Suggested Options." (KR)

ED 325 355   SE 051 691

Manitoba Dept. of Education and Training, Winnipeg. Curriculum Development and Implementation Branch.

Manitoba Science Assessment 1986, Final Report.

PUB DATE- 88
NOTE- 195p.; For the 1980 Edition see ED 256 563.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Biological Sciences; Earth Science; *Elementary School Science; Foreign Countries; Grade 3; Grade 6; Grade 9; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Physical Sciences; Process Education; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Sex Differences; *Student Attitudes; *Teacher Characteristics; Test Results
IDENTIFIERS- *Manitoba; *Science Achievement

This 10-chapter report presents information on the 1986 assessment of students' science performance in the province of Manitoba in Canada. The assessment was intended to provide a broad base of accurate information on the performance of grade 3, 6, and 9 students. The program of studies for Manitoba schools is designed to educate the student in science over a wide range of science goals and objectives that go well beyond knowledge of science content. Tests were developed to survey student performance on the knowledge, understanding, skills, and attitudes that form the Manitoba Science Curriculum. The student assessment included two components. A written component contained cognitive and affective questions. A performance component required students to apply science skills, knowledge of science concepts, and the ability to use common laboratory equipment and techniques. A survey of science teachers in grades 1-6 was conducted in conjunction with the student assessment to provide teacher information that would complement the student data. The results of these tests were considered in light of the 1980 Science Assessment results. Appended are a sampling design and results of the teacher questionnaire. (KR)

ED 325 504 TM 015 735

Mullis, Ina V. S.; And Others
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
The NAEP Guide: A Description of the Content and Methods of the 1990 and 1992 Assessments.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Data Collection; *Educational Assessment; Elementary Secondary Education; *National Surveys; *Research Methodology; Sampling; State Surveys; Test Bias; Testing Problems; Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a survey of the educational achievement of American students and changes in their achievement across time. The NAEP has collected information for over 20 years to assist educators and policy makers. This guide intends to: document current NAEP methods for both state and national assessments; increase understanding of the philosophies and procedures of the NAEP; and demonstrate the consistency of the NAEP design as an indicator of academic achievement, including the 1990 and 1992 Trial State Assessment program. The guide is organized around 17 questions and answers covering: (1) the nature of the NAEP and identifying characteristics of the 1990 and 1992 assessments; (2) the NAEP's organization and management; (3) how the NAEP meets its goals; (4) trends and new assessments for 1990 and 1992; (5) the size of the NAEP sample; (6) how subject matter is determined; (7) the nature of the assessment questions; (8) bias against population groups in the NAEP; (9) contextual background data provided by the NAEP to help decision makers interpret the achievement results; (10) sampling methods; (11) how students are selected; (12) how cooperation of schools is ensured; (13) scoring problems; (14) analysis of results; (15) reporting of results; (16) the NAEP scales; and (17) reports for the 1990 and 1992 assessments. Fourteen publications are cited, which provide additional information about NAEP procedures and results. (SLD)

ED 325 262 RC 017 534

Garkovich, Lorraine
Population and Community in Rural America.
PUB DATE- 89
NOTE- 254p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the ART
  Materials (070)
DESCRIPTORS- Geographic Distribution; Migration; Migration Patterns;
  Population Distribution; Population Growth; *Population Trends;
  Research Methodology; Rural Areas; *Rural Population; Rural
  Sociology; *Rural to Urban Migration; United States History

The shift from a predominantly rural American society to one where three-quarters of the people reside in urban areas has been largely the result of migration. Migration has been and will continue to be the key population process in rural America. The relationship between migration and the other components of population change, and their joint effects on the population structure of rural America are the themes of this monograph. Migration, fertility, and mortality are influenced by (1) demographic composition; (2) social and economic conditions; (3) cultural values and expectations; (4) racial, ethnic, religious, and socioeconomic characteristics of the population; and (5) the interactive effects of migration, fertility, and morality on each other. Chapter 1 describes various theoretical and methodological issues in the study of migration. Chapter 2 presents a brief description of the major social, economic, and political events of the three historical eras of rural population change between 1650 and the present, establishing the social environment within which the population restructuring of rural America has occurred. Chapters 3 through 6 describe in greater detail rural population changes throughout American history. Chapter 7 focuses on some institutional forces that have shaped the study and interpretation of rural population change. The final chapter summarizes the major changes in rural America and the role of migration in shaping the rural population of today. This book includes many statistical figures and cites numerous references. (ALL)

ED 325 372 SE 051 708

Dunn, Gary A.
Young Entomologists Society, Lansing, MI. International Headquarters.
Buggy Books: A Guide to Juvenile and Popular Book on Insects and Their Relatives. Special Publication No. 3.
PUB DATE- Apr 90
NOTE- 123p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Animals; Bibliographies; *Elementary School Science; Elementary Secondary Education; *Entomology; Library Materials; *Nonfiction; Pests; Resource Materials; Science Education; *Science Materials; *Secondary School Science

This guide contains information about spider and insect books published since 1900 for young people and the general public. Information on 736 titles of non-fiction books on insects and their arthopod relatives (crustaceans, harvestmen, spiders, and scorpions) is included. Each entry lists author, name of publisher, date of publication, number of pages, presence of illustrations, International Standard Book Number, price at the time of publication, age appropriateness and rating. Books are indexes according to the title of the book, subject, and age appropriateness. (KR)

ED 325 390 SE 051 730

Smith, Jeffrey P.

Implementation of a Program To Improve English Measurement Skills in the Junior High School Industrial Arts Program.

PUB DATE- Aug 86

NOTE- 94p.; Education Speclist Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Annotated Bibliographies; *Curriculum Development; Gifted; *Industrial Arts; Industrial Education; Junior High Schools; Mathematics Education; *Mathematics Skills; *Measurement; *Secondary School Mathematics; Special Education; *Teaching Methods; Trade and Industrial Education

This paper discusses a program developed and implemented to improve the skills and attitudes of junior high school students in the area of measurement. The program tested three educational groups: regular education students, special education students, and academically gifted students. Results from this program indicated improvement in measuring skills at all levels tested. Included in this report are: (1) the purpose of the program; (2) background; (3) a description of the program methods; (4) a summary of results; and (5) recommendations. A list of 29 references, an annotated bibliography of 15 references, graphs of results, programs forms (pre-test forms, worksheets, and post-test forms), and a table of results are provided. (CW)

Hiatt, Diana Buell; Sandeen, Cecile
Teacher Utilization of Cooperative Learning Principles.
PUB DATE- Apr 90
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Classroom Techniques; *Cooperative Learning; *Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Interpersonal Competence; Interviews; *Secondary School Teachers; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Stages of Concern Questionnaire

To determine teachers' reasons for implementing cooperative learning, a study involving classroom observation, teacher interviews, and the use of the Stages of Concern Questionnaire (SCQ) was undertaken. Subjects included eight elementary school teachers and seven secondary school teachers. Each teacher's class contained about 30 students. The study extended over one full 90-day semester. Teachers from three school districts involved in the study received 18 or more hours of training in cooperative learning principles prior to the study, and supplementary support during the study. Four classroom observations, extending 30 to 60 minutes each, were made of each teacher during one semester. Teachers were interviewed based on a guide form for 10 minutes after each observation session. Teachers completed the SCQ after the last interview. Results are provided relevant to grouping structure, duration of cooperative lessons, interdependence and accountability strategies, processing strategies, monitoring procedures, cognitive complexity, social skills, and teacher supports and constraints. Results indicate that across-the-board training programs in cooperative learning are useful for teachers at all grade levels and that a focus on social skills is particularly pertinent to teacher training. The teacher observation form; the teacher interview; profiles of the elementary schools, secondary schools, and elementary and secondary schools combined; and recommendations for administrators in the three school districts are included. (TJH)

ED 325 548 UD 027 579

Africa Leadership Forum.
Youth and Development. Farm House Dialogue (3rd, Ota, Nigeria, February 24-26, 1989).
SPONS. AGENCY- Africa Leadership Foundation.
PUB DATE- 89
NOTE- 31p.; For other Farm House Dialogues, see UD 027 577-584.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; *Educational Needs; Foreign Countries; *Individual Development; Workshops; *Young Adults; *Youth Employment; Youth Leaders; *Youth Problems; Youth Programs
IDENTIFIERS- *Nigeria

This document summarizes discussions at an invitational workshop on youth development in Nigeria. Youth were defined as those between 18 and 40 years of age, with those who were between 30 and 40 years old considered to be "mature youth." The following broad issues were discussed: (1) the characteristics of youth, including their idealism and need for role models; (2) the negative effects of the Structural Adjustment Programme (SAP), which has reduced the resources and opportunities available to youth; (3) the importance of the family and adult role models in the socialization process and the need to provide programs that continue and develop that process; (4) the importance of education as the major socialization agency and the poor quality of higher education; (5) the need for youth to involve themselves in the political process; (6) the dangers of growing religious fanaticism and intolerance on university campuses; (7) the need to emphasize the value of physical labor as well as academic pursuits; (8) the need to promote and develop creativity; and (9) the need to develop high moral standards among youth leaders. A list of participants and a description of the Africa Leadership Forum are appended. (FMW)

ED 325 578 UD 027 723

Takaki, Ronald T., Ed.
From Different Shores: Perspectives on Race and Ethnicity in America.
PUB DATE- 87
NOTE- 258p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Affirmative Action; Ethnic Groups; *Ethnic Relations; Immigrants; Minority Groups; Public Policy; *Racial Relations; Sex Role; Social History; United States History

This collection of essays deals with the multiple origins of Americans from a variety of points of view. It is designed to involve students in the discussion and debate over the nature and meaning of America's social diversity. Following an introduction by the editor, the essays are presented in five categories, each of which is preceded by an introduction: "Patterns," which deals with the historical configurations of race and ethnicity; "Culture," which is concerned with the realm of ideology and perceptions; "Class," which considers the economic and material basis of social divisions; "Gender," which examines the experiences of women and how they have intersected with race and class; and "Prospects," which discusses public policies and strategies for social change. The book concludes with a bibliography. (DM)

ED 325 593 UD 027 739

Taylor, Orlando L.
American Univ., Washington, DC. Mid-Atlantic Equity Center.
Cross-Cultural Communication: An Essential Dimension of Effective
Education. Revised Edition.
PUB DATE- 90
NOTE- 54p.; For related documents, see UD 027 738 and UD 027 740.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Classroom Techniques; *Cultural Awareness; *Cultural Differences; *Culture Conflict; Elementary Secondary Education; *Intercultural Communication; Interpersonal Communication; Minority Groups; *Multicultural Education; Nonstandard Dialects; Standard Spoken Usage; Teaching Methods; Test Bias
IDENTIFIERS- *African Americans

This guide to improving cross-cultural communication is the second part of a four-part series addressing the essential characteristics of effective instruction that have a positive impact on the academi achievement of Black and Hispanic students. Since schools tend to reflect the norms and values of the majority culture, cultural misunderstandings often have a negative effect on a minority student's academic performance. The following topics are discussed: (1) cultural diversity and cross-cultural communication issues in schools; (2) discovering the characteristics of other cultures; (3) cultural differences in discourse; (4) using cross-cultural communication to improve interpersonal relationships; (5) teaching standard English to speakers of nonstandard English dialects, including implementation of Standard English as a Second Dialect (SESD) programs; (6) cultural bias in tests and assessment procedures; and (7) the effect of cultural and communicative incongruities on discipline. The following tables are included: (1) a quiz about culture, communication, and language; (2) questions to ask about culture; (3) varieties of nonstandard American English; (4) communication contrasts among some African Americans and some Anglo Americans; (5) classroom problems arising from culture and communication conflicts; and (6) sources of bias in tests and testing procedures. The following materials are appended: (1) an abstract of the philosophy and assumptions of the Richmond (California) Standard English Program; (2) the attributes of field-independent and field-dependent cognitive styles; (3) information sources on SESD programs; and (4) a 34-item bibliography. (FMW)

ED 325 339 SE 051 675

McFadden, Charles P.
The Atlantic Science Curriculum Project: In Search of a Path to Educational Reform.
PUB DATE- 90
NOTE- 69p.; Report presented at the Annual Meeting of the Canadian Association for Curriculum Studies (Victoria, British Columbia, Canada, June 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cooperative Planning; *Curriculum Development; *Educational Improvement; *Foreign Countries; Program Descriptions; *Science Course Improvement Projects; *Science Curriculum; Science Education; *Science Materials
IDENTIFIERS- Atlantic Science Curriculum Project; *Canada

For more than 12 years, the Atlantic Science Curriculum Project (ASCP) has attempted to find a feasible path for educational reform in Canada. This search for a voluntary, regionally initiated path to educational reform was necessitated by the absence of substantial federal and provincial and private foundation sources of funding for science curriculum development in Canada. This report is based on research comprising: (1) an examination of the paper trace of the ASCP's history, including correspondence, records of meetings and conversations, contracts and curriculum documents, designs and materials; (2) a review of research and theoretical literature on the questions addressed by the study; and (3) consideration of the written and oral feedback to an initial draft of this paper from the representatives of those constituencies with whom the ASCP has interacted. The paper is organized in four parts. The first part presents a model of educational change advanced in response to a discussion by teachers and curriculum developers involved in the ASCP. The second part considers the relevant interests of students, teachers, authors, researchers, subject matter specialists, policymakers, parents and publishers in relation to curriculum change. The third part examines the relationships between the various participants in the process of curriculum development. The fourth part discusses the process of curriculum development with the ASCP specifically in mind. (CW)

ED 325 407 SO 030 041

McCarthy, Martha
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
The Establishment Clause and Educational Policies. Number 9, Fall 1987. Proceedings of the New York Education Policy Seminar, (Albany, New York, October, 1986).
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional Law; *Educational Policy; Higher Education; Religion; Religious Education; *State Church Separation
IDENTIFIERS- *Establishment Clause; First Amendment; United States Constitution

This document is one of a series of papers by leading scholars presented at the State University of New York's annual program of educational policy seminars. The paper reviews recent judicial attempts to interpret the U.S. Constitution's first amendment's establishment clause in areas that have had a significant impact on educational policy makers. Generalizations are presented to guide the formulation of policy concerning church-state issues in education; to point out unresolved problems; to suggest apparent doctrinal inconsistencies; and to note practical and theoretical concerns for educational policy maikers. The paper is followed by the comments of three discussants, Bernard E. Harvith, Martin Edelman, and Daniel C. Levy, on the issues raised in the paper. (DB)

ED 325 424 SO 030 137

Ellero, Nadine P.

Health and the Amish: A Bibliographical Review.

PUB DATE- May 89
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Attrition (Research Studies); Birth Rate; Cancer; Genealogy; Genetics; Hypertension; *Medical Research; Medicine; Mental Health; *Physical Health; Population Trends; Psychiatry; Psychological Studies; Resource Materials
IDENTIFIERS- *Amish (Old Order); Folk Medicine; Genetic Disorders; Immunology

The Amish, who came to North America from Europe in the 1700s and 1800s, and settled primarily in Pennsylvania, Ohio, Indiana, Iowa, Michigan, New York, and Ontario, Canada, have attracted much attention and interest, particularly in the area of health care. The purpose of this bibliography is to guide the investigator toward the principal sources that cover the area of health and the Amish. It is by no means comprehensive, but the attempt was made to completely cover 1980 to 1989. During the compilation of this document, five major areas of exploration became evident and comprise the five major sections of this bibliography. These are: (1) general works (4 items); (2) health care practices and attitudes (15 items); (3) medical studies (82 items); (4) psychological studies (35 items); and (5) population studies (20 items). This listing includes monographic works, journal articles, Ph.D dissertations, reports, papers presented at symposia, government documents, and audio-visual materials. (JB)

ED 325 459 SP 032 692

Martens, Fred L.
Organizing Physical Education in Canadian Schools. Curriculum Series/57.
PUB DATE- 90
NOTE- 230p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Athletics; Classroom Techniques; Competition; Elementary Secondary Education; Evaluation Criteria; Legal Responsibility; *Management by Objectives; *Physical Education; Physical Education Facilities; Program Costs; *Program Development; *Scheduling
IDENTIFIERS- Canada

This book arose from a felt need for more Canadian (as distinct from U.S.) oriented content in the study of the organization of Canadian physical education. The resources for the book are heavily Canadian, and much of the data is based on the results of surveys conducted specifically for the book. In addition, a series of site visits to Canadian centers provided first-hand information for many aspects of the subject. A foreword to the book provides background information as well as an overview of the development of physical education in Canada. Chapter headings in the book are as follows: (1) "Theory and Practice of Organization, Management, and Leadership"; (2) "Scheduling Physical Education"; (3) "Class Management: Practices in Canadian Schools"; (4) "Organization and Duties Complementary to the Teaching Function"; (5) "School Programs"; (6) "Evaluation and Grading"; (7) "Intramural Athletics"; (8) "Interschool Athletics"; (9) "Facilities and Equipment"; (10) "Public Relations: Interpretation of the Program"; (11) "Legal Liability"; (12) "Financial Considerations"; (13) "Supervisors/Co-ordinators/Consultants"; and (14) "Organizations in Physical Education and Related Fields. Questions for exercises and discussion and a list of references are included. (JD)

ED 325 476 SP 032 728

Cruickshank, Donald R.
Phi Delta Kappa, Bloomington, Ind.
Research that Informs Teachers and Teacher Educators.
PUB DATE- Jan 90
NOTE- 161p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Classroom Research; *Educational Research; *Effective Schools Research; Elementary Secondary Education; Inservice Teacher Education; Literature Reviews; Preservice Teacher Education; *Research Utilization; *School Effectiveness; Teacher Educators; *Teacher Effectiveness
IDENTIFIERS- Coleman Report

This review of selected research on the practices of teaching and teacher preparation juxtaposes the models for conducting inquiry on teaching and teacher education with a synthesis of research on what is currently known. Chapter 1 presents several models for research on teaching and teacher education and presents some research findings according to categories of variables posited by the models. In the context of the Coleman Report and responses to it, Chapter 2 summarizes 22 effective schools studies, indicates 7 limitations of such research, and suggests ways effective schools research can inform both preservice and inservice teacher education. Chapter 3 presents a rationale for the importance of such investigations and reviews four recent studies on effective K-12 educational practice. Chapter 4 describes how inquiry on teaching has been conducted, presents some significant findings, and discusses both limitatiens and utilization of such research. Chapter 5 reviews research on teacher education according to four categories: preservice teachers, preservice curriculum and instruction, the education professoriate, and the context of teacher preparation. Chapter 6 summarizes the previous chapters and concludes with observations and recommendations. Each chapter includes references. (JD)

ED 325 534 TM 016 067

Danzberger, Jacqueline P.
Institute for Educational Leadership, Washington, D.C.

Educational Partnerships Program: Analysis of Project Characteristics.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 124p.; One of four commissioned reports on educational partnerships; for the other reports see TM 016 066-069.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charts; Comparative Analysis; Elementary Secondary Education; Evaluation Methods; *Federal Programs; Higher Education; Information Dissemination; *Program Descriptions; Program Evaluation; Public Schools; *School Community Programs
IDENTIFIERS- *Educational Partnerships Program; *Partnerships in Education

An eight-part descriptive analysis is presented of the 18 projects funded through OERI's Educational Partnerships Program (EPP) in September of 1990. The EPP supports alliances between public schools and/or higher education and the private sector to encourage excellence in education. The 18 projects include: Anchorage Vocational Academic Institute of Learning (AVAIL) (Alaska); Project Partners (California); Project CHAMPS (Community Help for Academic Mastery in Partnership Schools) (California); Partnerships for Educational Excellence in the Oakland Public Schools (California); The Visiting Scientists Program (Colorado); Taylor Compact Partnership (Florida); Corporate Coaches for Career Development (Georgia); Masterminding: Partners in Learning and Using Mathematics and Science (Massachusetts); Teaming for Excellence (Michigan); A Partnership for Science and Math Learning in Urban Middle Schools (New Jersey); Brooklyn School/Business Alliance Project (New York); The Interactive Learning Environment Project (New York); Cooperative Alliance for Gifted Education (Ohio); Education for Tomorrow Alliance (Texas); School Restructuring through Partnerships (Vermont); Education for the 21st Century (Virginia); Commitment to Quality (Virginia); and The Team Tutoring Project (Washington). The eight sections of the paper provide: (1) summary descriptions of each project (outlining descriptive title, funding data, project partnership, target student population and project focus, objectives, project description and activities, new products/materials to be developed, evaluation plan, and contact persons and Department of Education project officer); (2) matrices--a visual scan of the projects; (3) the projects' evaluation plans; (4) major categories of common project elements (use/development of technology, staff development, science and math education, tutorial and mentorship activities, college/university linkages with precollegiate education, career/vocational education, alternative schools/programs, gifted/talented education, and comprehensive student service); (5) descriptions of partnership structures; (6) suggestions for common questions across the projects in terms of development and operation of the partnerships, project activities, and project results; (7) a summary of project activities on elements suggested for special observation; and (8) some thoughts on national dissemination (translating information and penetrating the markets). (RLC)

ED 325 563 UD 027 695

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Stewart B. McKinney Homeless Health Care, Education, Training, and Community Services Amendments of 1990. Report (to Accompany S. 2863. Senate, 101st Congress, 2d Session.

PUB DATE- 30 Aug 90

NOTE- 43p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Literacy; *Child Welfare; *Community Services; Demonstration Programs; Disadvantaged Youth; Educational Legislation; Emergency Programs; Grants; Health Programs; *Homeless People; *Job Training; *Literacy Education; *Primary Health Care

IDENTIFIERS- Reauthorization Legislation; *Stewart B McKinney Homeless Assistance Act 1987

This report is submitted to accompany a bill reauthorizing the Stewart B. McKinney Homeless Assistance Act programs within the jurisdiction of the Committee. In the report, the Committee recommends that the bill be passed with a suggested amendment in the nature of a substitute The report is divided into six parts. Part I, "Introduction," summarizes the legislative history of the bill. Part II, "Section by Section Analysis and Committee Views," presents discussion of the following components of the Act: (1) title; (2) definition of homeless; (3) reauthorization of certain health programs within the Public Health Service Act; (4) reauthorization of certain programs within the Stewart B. McKinney Homeless Assistance Act; (5) amendments to the McKinney Act relating to education; (6) evaluation and reports; and (7) demonstration grants for the prevention of inappropriate separation of homeless families and for the prevention of child abuse and neglect. Part III, "Votes in Committee," indicates members' unanimous decision to report favorably on the bill. Part IV, "Cost Estimate," presents financial information prepared by the Congressional Budget Office. Part V, "Regulatory Impact Statement," assesses regulatory, inflationary, and paperwork ramifications of the legislation. Part VI, "Changes in Existing Law," provides the text of statutes and indicates proposed amendments or replacements. (AF)

ED 325 322 SE 051 657

Fortner, Rosanne W.
Broadcast Media Contributions to Marine and Aquatic Education.
PUB DATE- 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (New Orleans, LA, April 16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Journalism; *Broadcast Television; Elementary Secondary Education; *Environmental Education; *Marine Education; *Mass Media Effects; *Media Research; Postsecondary Education; Science Education; *Television

Many persons in the United States and other countries in the second half of the twentieth century have learned about the mysteries and problems of the oceans from television. This paper highlights the chronology of television presentations about aquatic and marine topics and research documenting the impact of such presentations on viewer knowledge and attitudes. The impact of single documentaries, news broadcasts, and broadcast media are among the topics discussed. A brief bibliography is included. (CW)

ED 325 441 SP 032 649

McDiarmid, G. Williamson
National Center for Research on Teacher Education, East Lansing, MI.

What To Do about Differences? A Study of Multicultural Education for
  Teacher Trainees in the Los Angeles Unified School District.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- Jul 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; Elementary Secondary Education;
  Higher Education; Inservice Teacher Education; *Multicultural
  Education; *Stereotypes; *Student Characteristics; *Teacher
  Attitudes
IDENTIFIERS- *Los Angeles Unified School District CA

At the end of their initial year in the Teacher Training Program of the Los Angeles Unified School District, teacher trainees attend a series of presentations entitled Multicultural Week. This paper analyzes the content of the presentations and the teachers' views of stereotypes and of teaching culturally diverse children both before and after the multicultural presentations. The presentations appear to have little effect on how teachers think about these issues. Questions are raised about the content and pedagogy of multicultural programs. (27 references) (Author/JD)

Baenen, Nancy
Austin Independent School District, Tex. Office of Research and Evaluation.

Pregnancy, Education, and Parenting Pilot (PEP): Evaluation 1989-90.

PUB DATE- Aug 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Dropout Prevention; *Early Parenthood; Grade 8; Grade 9; Junior High Schools; *Junior High School Students; *Middle Schools; *Parenthood Education; Pilot Projects; *Pregnant Students; Program Evaluation; Special Needs Students
IDENTIFIERS- *Austin Independent School District TX; *Pregnancy Education and Parenting Pilot Program

The Austin (Texas) Independent School District was awarded a grant by the state to establish a program for middle school students who are pregnant or parents. The Pregnancy, Education, and Parenting (PEP) program was started at Robbins Secondary School to provide maximum academic and support services, as well as licensed day care, for male and female eighth- and ninth-grade parenting students. PEP supplements services provided through the Teenage Parent Program (TAPP), a program in which middle school students can participate through the semester in which their children are born. PEP has been operating since the spring 1990 semester, and has served 21 eighth and ninth graders and their infants. Progress was made toward all objectives of the program, and 30 of the planned 52 activities were implemented. While dropout rates compared favorably with those of TAPP, most students in the PEP were not earning credits at a rate to allow timely graduation. Most PEP students were more confident about finishing high school, and believed the day care made it easier to attend school. However, less than one-half (46%) of the PEP participants reported that their reading, writing, and mathematics skills had improved; and less than one-fourth (23%) believed that their knowledge of child and parenting topics or job preparation had improved after participating in the program. Three tables and three graphs supplement the text. Attachments include a list of other agencies involved in the pilot program and the program enrollment form. (SLD)

ED 325 356 SE 051 692

Manitoba Dept. of Education and Training, Winnipeg. Curriculum Development and Implementation Branch.

Mathematics Assessment: English Language and French Immersion Programs, 1987. Summary Report = Programme D'evaluation en Mathematiques: Ecoles Anglaises et Ecoles D'immersion, 1987. Rapport Sommaire.

PUB DATE- 88

NOTE- 64p.; For the 1987 Preliminary Report Test Data see ED 301 434.

LANGUAGE- English; French

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; *Mathematical Concepts; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Mathematics Tests; *Secondary School Mathematics; Surveys; *Testing Programs

IDENTIFIERS- *Manitoba

This report contains a brief description of the study in the province of Manitoba, Canada along with recommendations based upon the judgements of the Technical Advisory Committee. Grade levels 3, 6, 9, and 12 were administered the test. The purposes of the test were to: (1) provide benchmark indicators relative to the level of mathematics achievement in Manitoba; (2) obtain data on student achievement to assist in curriculum and program improvement at various levels; (3) assist school divisions with student evaluations in mathematics; and (4) help teachers improve their skills in evaluating students in mathematics. Student performance, comparison testing, and teacher surveys were the three facets of the assessment program. For each grade level the topics covered, the procedures, interpretation of the results, and recommendations are included. The major findings of the student assessment are presented in condensed form. (KR)

ED 325 373 SE 051 709

Redish, Edward F., Ed.; Risley, John S., Ed.
Computers in Physics Instruction. Proceedings of a Conference (Raleigh, North Carolina, August 1-5, 1988).

PUB DATE- 90
NOTE- 594p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- *College Science; Computer Simulation; Computer Software; *Computer Uses in Education; Demonstrations (Educational); *Educational Technology; *Educational Trends; Higher Education; Laboratory Procedures; Networks; *Physics; Programing Languages; Research and Development; Science Instruction; Science Materials; *Secondary School Science; Spreadsheets; Teaching Methods; Videodisks; Workshops

Computers are revolutionizing activities in all areas of life. Physics researchers, accustomed to being at the forefront of technology, have been deeply affected by the computer revolution. This effect has serious implications for what is taught and how it is taught in the physics classroom. This conference was organized to allow physics teachers and software developers in physics education to come together and see the state of the art in using computers to teach physics. The conference included 39 invited lectures and 122 contributed presentations. It introduced a number of innovations in the hope of increasing interactions and stimulating future contacts. This document contains the text of the invited and contributed papers organized as follows: (1) "The Computer's Impact on the Physics Curriculum"; (2) "Physics Computer Simulations"; (3) "Computers in the Physics Laboratory"; (4) "Physics Education Research and Computers"; (5) "Computational Physics and Spreadsheets"; (6) "Computer Tutorials in Physics"; (7) "Physics Lecture Demonstrations Using Computers"; (8) "Authoring Tools and Programming Languages"; (9) "Computer Utilities for Teaching Physics"; (10) "Computer Networking Workshops"; (11) "Publishing Physics Software"; and (12) "Videodiscs and Visualization for Physics." Appended are author and general indexes, a list of the contents of distributed software, and a software order form. (CW)

ED 325 391 SE 051 731

Strom-Aronson, Melissa; Pohl, Janis
Agency for Instructional Technology, Bloomington, IN.; Alaska State Dept. of Education, Juneau. Office of Instructional Services.

Ecosystems of the Great Land. Teacher's Guide.

PUB DATE- 88
NOTE- 83p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; Biological Sciences; *Ecology; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Program Descriptions; *Science Activities; Science Education; *Secondary School Science; Teaching Guides
IDENTIFIERS- *Alaska

This is the Teacher's Guide for six video programs: "Introduction to Ecosystems"; "Tundra"; "Coastal Forest"; "Oceans"; "Impact of Human Habitation"; and "Taiga". The programs are designed to fit into courses for students from grades five through high school in which ecology is taught. They can be used separately or in sequence. Through a survey of the specific features of each of Alaska's four main ecosystems, the programs illustrate and emphasize fundamental concepts of ecology: web of life, food chain, habitat, carrying capacity, natural community, adaptation, predator and prey relationships, plant succession, photosynthesis and energy transfer, and the water cycle. The guide contains a separate lesson for each of the six video programs. Each lesson contains a detailed program summary; student objectives; pre-viewing activities providing advance organizers, including a list of terms to be introduced in the video, post-viewing questions for thought and discussion; and a set of reproducible handouts for deskwork, including a crossword puzzle, word search, and quiz. Extended activities, most of them related to several of the programs, are grouped after the lessons. The guide also contains visual aids for overhead projection or reproduction, a glossary, and a list of further resources. A textbook correlation with six different textbooks is included. (CW)

ED 325 505 TM 015 738

Winkler, William E.

String Comparator Metrics and Enhanced Decision Rules in the Fellegi-Sunter Model of Record Linkage.

PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Comparative Analysis; Computer Uses in Education; *Decision Making; Equations (Mathematics); Evaluation Methods; *Mathematical Models; Research Methodology
IDENTIFIERS- Decision Rules; *Fellegi Sunter Model of Record Linkage; *String Comparator Metrics

To locate matches across pairs of lists without unique identifiers it is sometimes necessary to compare strings of letters. String comparators are used in production computer matching software during the Post Enumeration Survey for the 1990 U.S. census. A string comparator metric is described that partially accounts for: (1) typographical variation in strings such as first name or surname; (2) decision rules that use the string comparator; and (3) improvements in empirical matching results. The string comparator metric for comparing partially agreeing strings extends the Jaro string comparator. How general methods of accounting for partial agreement fit with the Fellegi-Sunter (I. P. Fellegi and A. B. Sunter, 1969) model of record linkage is described. A formal method of modeling how to adjust matching weights between pure agreement and pure disagreement is presented. The procedure is illustrated for files for which the truth of matches is known. It is demonstrated that the theoretical rules of Fellegi and Sunter are still valid when general weighting adjustments accounting for partial agreement are performed. Eight tables contain illustrative data. (SLD)

ED 325 579 UD 027 724

Wurzel, Jaime S., Ed.
Toward Multicuturalism: A Reader in Multicultural Education.
PUB DATE- 88
NOTE- 234p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Bias; Cognitive Style; *Cross Cultural Training; *Cultural Differences; *Cultural Influences; *Ethnic Groups; Ethnocentrism; Interpersonal Communication; *Minority Groups; *Multicultural Education; Multicultural Textbooks; Values

This book of readings lays the foundation for the introduction of a broad multicultural perspective in education. "Multiculturalism and Multicultural Education" (J. S. Wurzel) outlines the multicultural process. Part 1, "Human Condition Themes," comprises the following sections: (1) "Ethnocentrism," including "Eating Christmas in the Kalahari" (R. B. Lee) and "Kapluna Daughter" (J. L. Briggs); (2) "The Nature Of Prejudice," including "An Interview with C. P. Ellis" (S. Terkel), "Beth Anne--A Case Study of Culturally Defined Adjustment and Teacher Perceptions" (G. D. Spindler) and "Stereotypes: Explaining People Who Are Different"; and (3) "Conformity and Resistance to Cultural Norms," including "You Will Do As Directed" (R. Jones) and "Beating the Man" (O. Simmons). Part 2, "Cultural Variation Themes," comprises the following chapters: (1) "Socialization," including "The Child in India" (S. Kakar), "Child Care in China" (B. Dollar), "Some Discontinuities in the Enculturation of Mistassini Cree Children" (P. S. Sindell), and "Free Enterprise and the Ghetto Family" (J. W. Sharff); (2) "Value Orientations," including "The Persistence of Ie' in the Light of Japan's Modernization" (H. Fukue) and "You've Gotta' Have Wa" (R. Whiting); (3) "Verbal and Nonverbal Communication," including "An Introduction to Intercultural Differences and Similarities in Nonverbal Communication" (S. Irujo), "Communicative Competence: A Historical and Cultural Perspective" (P. Menyuk and D. Menyuk), "What No Bedtime Story Means: Narrative Skills at Home and School" (S. B. Heath), and "Man at the Mercy of Language" (P. Farb); and (4) "Culture and Thought," including "Cognitive Styles and Cultural Democracy in Action" (M. Ramirez III) and "Cultural Thought Patterns in Inter-Cultural Education" (R. B. Kaplan). Discussion questions are included for each section. (FMW)

ED 325 608 UD 027 784

Pires, Laura J.
Gould Foundation for Children, New York, N.Y.
New York State Community Schools Pilot Project. Summary Update.
PUB DATE- Jun 89
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Schools; *Cooperative Programs; Elementary Education; *Family Programs; Pilot Projects; Program Descriptions; *School Community Relationship; State Programs; *Urban Schools
IDENTIFIERS- *New York

This report summarizes the New York State Community Schools Pilot Project. All 14 elementary Pilot Schools have advisory and/or steering committees, a full-time coordinator, and strategies for ongoing needs assessment in place. All schools also have successful extended-day programs, but response to weekend programs has been mixed, and only seven schools have summer programs. The identification of family needs and resources in social and health service areas has received priority attention, supported by exemplary collaboration and support from the New York State Department of Social Services and a growing number of local service providers, including the New York City Human Resources Administration. Community-based organizations (CBOs) have been recruited to provide resources, collaborate in program implementation, and participate in general planning and needs assessment. Schools are also integrating extended programs with the regular curriculum and developing school-college collaboratives. The schools in the project increasingly share and learn from each other and early feedback indicates positive program impacts on students, teachers, and parents. Individual school highlights are reported by name of school. (FMW)

ED 325 263 RC 017 684

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

A Report of the Special Committee on Investigations of the Select Committee on Indian Affairs. Final Report and Legislative Recommendations. Senate, 101st Congress, 1st Session (November 6, 1989).

PUB DATE- 20 Nov 89

NOTE- 237p.; Some pages have broken type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- American Indian Reservations; *American Indians; Federal Aid; Federal Government; *Federal Indian Relationship; *Federal Regulation; *New Federalism; *Reservation American Indians; Treaties; *Tribal Sovereignty; Tribes

IDENTIFIERS- Congress 101st

In 1987, the United States Senate established the Special Committee to investigate American Indian affairs. Fraud, corruption, and mismanagement were found pervading the institutions serving American Indians. Corruption was also discovered in Indian tribal governments. The Committee faulted Congress for failing to adequately oversee and reform Indian affairs. After 2 years, the Committee reported that the pattern of abuse is endemic because Congress has never fully rejected the paternalism of the 19th century. The U.S. government maintains a stifling bureaucratic presence in Indian country, and fails to deal with tribal governments as responsible partners. The Committee recommends the creation of a new federalism for American Indians which negotiates agreements with tribes, abolishes paternalism and, while providing the requisite federal funds, allows tribal governments to stand free, independent, responsible, and accountable. This report provides a brief history of congressional investigations and American Indian affairs from 1789 to 1989. The report lists findings on economic development and Indian preference contracting, child sexual abuse in federal schools, the federal government and American Indian natural resources, the Indian Health Service, Indian housing, and corruption among tribal governmental officials. Legislative recommendations are included. (ALL)

ED 325 277 RC 017 828

Langone, Christine A.
Critical Issue Identification: A Vital Step for Rural Leadership.
PUB DATE- Feb 90
NOTE- 9p.; Paper prepared for Annual Meeting of the Southern Rural Sociological Association (87th, Little Rock, AR, February 3-7, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Community Change; Community Coordination; *Community Development; *Community Leaders; Cooperative Planning; Economic Development; Group Discussion; *Leadership Training; *Needs Assessment; *Nominal Group Technique; Rural Areas; Rural Development; Rural Education
IDENTIFIERS- *Georgia

This paper describes the use of the Nominal Group Technique as a tool to assist community leaders in 23 Georgia counties, most of them rural, in identifying and prioritizing community issues. The counties and individuals involved were participants in the Georgia County Perspective, a 12-week leadership program designed to give local leaders skills for managing and directing change in their own communities. The Nominal Group Technique is a process designed to generate ideas in a group setting, focusing local attention on key issues and obtaining individual input when potential disagreement exists. Its steps are as follows: (1) silent writing of ideas relating to a specific question; (2) sharing and recording ideas in a round-robin fashion; (3) discussing each idea for clarification and to avoid duplication; and (4) individual voting using numerical ratings. Individual county groups' ratings were combined, using the same numerical system used by participants. A numerical value was computed for each issue, indicating its relative importance for Georgia leaders. The following issues, listed in order of importance, were rated as being most critical: (1) economic development; (2) education; (3) local growth planning; (4) substance abuse; (5) infrastructure; (6) resources; (7) teen pregnancy; (8) leadership development; (9) health services; (10) environment; and (11) recreation. Specific suggestions such as improving tourism, employment, and school attendance, also were identified under each issue. The document concludes that the use of the Nominal Group Technique shows Georgia county leaders to be concerned with needs of community growth and change. It is suggested that the technique might serve to alert extension specialists to counties' future programming needs. (TES)

ED 325 291 RC 017 870

Brown, Ralph B.

How Do Communities Act? Unique Events and Purposeful Strategies in the Formation of an Industrial Base in Rivertown. Revised .

PUB DATE- 90

NOTE- 33p.; An early version of this paper was presented at the Annual Meeting of the Southeastern Agricultural Sciences (Little Rock, AK, February 1990). Southern Agricultural Sciences (Little Rock, AR, February 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Agents; Citizen Participation; *Community Action; Community Characteristics; *Community Development; *Community Organizations; Community Study; *Economic Development; Ethnography; *Human Relations; Organizational Effectiveness; Rural Development; *Social Networks

Effective rural education depends on active community involvement. This ethnographic case study examines three models of community organization as an explanation of how community action occurs. The three models are: (1) individuals interacting in formal and informal groups; (2) networks of "weak ties" effective for diffusing information and capitalizing on opportunities created by access to that information; and (3) a centralized weak-tie network based on the premise that a small number of people who know many is more effective than a large number of people who know few. The study attempts to reconstruct events leading various community actors to seek formation of an industrial base as an economic development alternative to agriculture. The study also examines the roles of unique events, specific people, and strategies for the formation of the industrial base in a small community. It was found that unique macroevents played a large role in the community's concern for economic alternatives and in its success in developing those alternatives. Such events also were important to certain community individuals, placing them in key positions to act for industrial development. Thus, community-action strategies were found to be most consistent with the "centralized weak-tie network" hypothesis. However, the irony of this type of centralized leadership network and the type of community action it creates is that its very success at the community level is dependent on only a select segment of the community having a vital say, thus excluding the community population as a whole. (TES)

ED 325 305 SE 051 640

Alberta Dept. of Education, Edmonton. Curriculum Branch.
Science 16, Teacher Resource Manual. Interim--1990.
PUB DATE- 90
NOTE- 253p.; For the Program of Studies/Curriculum Guide, see SE 051 639.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Curriculum Development; Decision Making; Foreign Countries; Inquiry; *Learning Strategies; Problem Solving; *Resource Materials; Science Activities; Science and Society; *Science Education; Scientific Methodology; Secondary Education; *Secondary School Science; State Curriculum Guides; Student Attitudes; *Teaching Methods; Technology; Thinking Skills
IDENTIFIERS- *Alberta

The Science 16 program provides for the development of essential concepts, skills, and attitudes in science that will enable students to function successfully in the home, classroom, workplace, and community. The program is activity-based, and provides opportunities for students to relate essential concepts, skills, and attitudes to their own world of experience and needs. Societal issues involving science and technology have been integrated throughout the program. Community partnerships provide opportunities for students to become involved in the community by way of meaningful activity linked to the science program. Strategies and skills for scientific inquiry, problem solving, and decision making included throughout the Science 16 program provide students with a systematic and logical approach for dealing with a variety of phenomena encountered in their environment. This manual has been developed to assist classroom teachers to implement the Integrated Occupational Science 16 program. This manual should be used as a practical planning and instructional tool in translating the intentions of the Science 16 program. Contents include: (1) further information about the goals and objectives of the science program; (2) thematic contexts for the delivery of prescribed concepts, skills, and attitudes; (3) suggestions for planning and implementing the program; (4) suggestions for relating science instruction to essential life skills; (5) suggestions for using community resources to provide instruction in science; (6) situational and concrete approaches for developing an understanding of the interactions among science, technology, and society; (7) suggestions for developing thinking and communicating skills; and (8) suggestions for assessing and evaluating student progress. (KR)

Brothers, Christine C.
The Impact of Television on Public Environmental Knowledge Concerning the Great Lakes.
PUB DATE- 90
NOTE- 183p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Broadcast Journalism; *Broadcast Television; Elementary Secondary Education; *Environmental Education; *Marine Education; *Mass Media Effects; Media Research; Postsecondary Education; Public Opinion; Science Education; *Television
IDENTIFIERS- *Great Lakes; *Lake Erie

The purpose of this study was to collect baseline information about public knowledge of and opinions toward the Great Lakes and to measure the impact of a television news program in educating adults about the Great Lakes. Survey questionnaires containing multiple-choice knowledge items and Likert scale opinion statements were completed by 570 shoppers in two Cleveland, Ohio shopping malls to determine the current levels of knowledge and the opinions held. This baseline data revealed that knowledge levels about the Great Lakes are generally low while opinions about the lakes are generally environmentally positive. Following the survey, survey questions and the correct answers were broadcast on a local television news program accompanied by explanatory video segments. Another sample of 461 Clevelanders was surveyed following the broadcast at county and city library branches. For both library and mall respondents, environmental knowledge level and environmental opinion were positively correlated and were most strongly associated with educational level. A comparison of knowledge scores on questions that had and had not been broadcast for library respondents who had watched the television broadcast showed that the news program was effective in increasing knowledge levels among those who viewed it. An introduction, literature review, research methods, and results are included. Appendices include: lists of references used in preparation of surveys; questionnaires and survey forms; broadcast questions; an activity and game entitled "The Lake Next Door," and "Dick Goddard's Lake Erie Guide & Game"; and a summary of survey results by question. (Author/CW)

ED 325 340 SE 051 676

Ohio State Legislative Office of Education Oversight, Columbus.
High School Chemistry and Physics: Supply and Equipment Issues.
PUB DATE- Jul 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; Educational Improvement; *High Schools; *Laboratory Equipment; *Physics; *School Safety; Science Curriculum; Science Education; Science Teachers; *Secondary School Science; Supplies; Surveys
IDENTIFIERS- *Ohio

There is virtually universal agreement on the need to strengthen science education at all levels in Ohio. Not only must the state be able to produce more and better scientists, but it is increasingly important for all citizens to become knowledgeable about scientific issues and analysis. This report presents the conclusions and recommendations about the need for supplies and equipment in high school chemistry and physics programs. Information for this study came from three principal sources: site visits to high schools, a mail survey of high schools, and a telephone survey of college and university faculty. In addition, recent high school graduates enrolled in college programs were polled. Chapter 1 discusses general issues in science education and the methods used in this study. Chapter 2 describes the physics of chemistry curricula in use in Ohio. Chapter 3 describes the supplies and equipment actually available in high school science classrooms and laboratories. Chapter 4 discusses the supporting resources available to high school academic courses including libraries, safety equipment, and chemical storage and disposal. Recommendations for improvements in the situations in Ohio high schools are provided in each chapter. Appendices include: a copy of the surveys used in this study and the telephone survey protocol; lists of physics and chemistry equipment; lists of safety equipment; and a table of typical lab fees charged for high school chemistry and physics. (CW)

ED 325 408 SO 030 045

Weiss, Alan Z.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
A Survey of Teacher Attitudes of the German Democratic Republic to War and Peace and Their Perceptions and Misperceptions of Canadian Students.
PUB DATE- May 88
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Capitalism; Educational Research; Foreign Countries; Foreign Policy; Higher Education; Marxism; Peace; *Political Attitudes; *Political Socialization; *Stereotypes; *Teacher Attitudes; War
IDENTIFIERS- *Canada; *East Germany

Forty teachers attending a summer institute in East Germany in August of 1987 were given a questionnaire concerning their attitudes towards the German Democratic Republic and their opinions, perceptions, and misperceptions of Canadian students. The questionnaire was applied in Zwickau, East Germany at a small pedagogical college. Teachers were asked to respond twice: the first time as they would imagine a typical 17-to-18-year-old Canadian student would respond, and, second, according to their own opinions. In a written response section they were asked to give their opinions on two items: (1) personal and/or state violence, and (2) facts and/or opinions held on Canada and Canadian students. Findings showed that the teachers have a positive evaluation of themselves with regard to their attitudes toward war and peace, and they strongly agree that the Soviet Union has more positive proposals for peace than does the West. The teachers also hold positive ideas about Canada and the study showed that peace research can be useful in breaking down stereotypes. However, they also believe Canadian students are more imbued with Cold War ideology, support government policy, and oppose the demands and ideas of the Canadian peace movement. Sixty percent also believe Canadian students seldom or never talk about peace. Selected questionnaires and results from the questionnaire are appended. (NL)

ED 325 425 SO 030 154

Liegois, Jean-Pierre
Council for Cultural Cooperation, Strasbourg (France).
Towards Intercultural Education: Training for Teachers of Gypsy Pupils: Report. Proceedings of a European Teachers' Seminar (Benidorm, Spain, 9-13 June 1989).
PUB DATE- 89
NOTE- 72p.; Some charts may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Education; Foreign Countries; Higher Education; Intercultural Programs; *Minority Groups; *Multicultural Education; *Teacher Education; Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Europe (West); European Community; *Gypsies

This conference proceeding discusses the provision of school for Gypsy and Traveller children with a particular focus on the training of those who teach them. A relevant issue for all Europe, the seminar provided the opportunity to compare the policies and results of different institutional bodies. Presentations included the following topics: (1) "The Intercultural School in Organizational Models of the Twentieth-Century School" (Antonio Munoz Sedano); (2) "The Intercultural: from Theory to Practice" (Claude Clanet); (3) "School Provision for Gypsy Children in Andalucia: Practice, Achievements and Plans" (Joaquin Risco Acedo); (4) "The Intercultural Approach to Working with Irish Travellers" (John O'Connell); (5) "Training Projects in Catalonia" (Maria Teresa Codina i Mir); (6) "A Training Project in Valencia" (Jesus Salinas Catala); (7) "Studying Interethnic Relations in the School" (Reyes Lalueza Latorre); and (8) "Attitudes and Prejudices of Teachers and Pupils Regarding Other Peoples and Cultures" (Tomas Calvo Buezas). The appendices provide a list of resource materials on the seminar topic, the seminar program, and a list of the participants. (DB)

ED 325 442 SP 032 654

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Teacher Education: Issues, Needs, and Plans for Action. Report of a Unesco Regional Worshop on Teacher Education (Hobart, Tasmania, Australia, December 4-10, 1986).

PUB DATE- 87

NOTE- 97p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Change; Educational Policy; *Educational Trends; *Foreign Countries; Higher Education; *Needs Assessment; Political Issues; *Preservice Teacher Education; Program Development; Social Problems; Surveys; Workshops

During 1985-1986, 18 countries in the Asia and Pacific region undertook a survey of their teacher education programs. These survey studies provided statistical data and information, as well as details of trends and developments in teacher education, and were the subject of a workshop sponsored by Unesco's Asia and the Pacific Programme of Educational Innovation for Development (APEID). A review is presented of national studies reported by Australia, China, India, Indonesia, Japan, the Republic of Korea, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Samoa, Sri Lanka, and Thailand. This publication assesses the progress that has been made in these countries in widening and developing teacher education in the region. It also considers directions for the future that will ensure the development of new competencies, attitudes, and orientations required in education. A new regional plan of action is discussed and suggestions are made for future actions at national and intercountry levels. The survey questionnaire is appended. (JD)

ED 325 491 TM 015 708

Gershon, Richard C.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.

Rasch-Model Procedures Used To Build the JOCRF Vocabulary Item Bank. Technical Report 1990-3.

PUB DATE- Sep 90
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Database Design; *Databases; Difficulty Level; *Item Banks; Item Response Theory; Statistical Analysis; Test Construction; *Test Items; *Vocabulary Development
IDENTIFIERS- *Rasch Model; *Word Banks

In an effort to improve the ways in which words are learned, the Johnson O'Connor Research Foundation (JOCRF) is attempting to determine the difficulty level of all non-technical words in the English language. This item banking project entails: (1) identifying words that should be calibrated; (2) writing a test item for each word; (3) testing the item in public schools and private schools; and (4) calculating a series of statistics to assess the relative difficulty of a word and place it on the JOCRF's Vocabulary Scale. The vocabulary data base is composed of five data bases (ITEMS, USED, DISCUSS, STATS, and ALLSTATS) that are related to each other via various "key" fields. This report outlines the Rasch model statistical procedures used to determine the difficulty of a word. The rationale for using the Rasch model and a description of actual use of the statistical procedures are provided. The data base structure that the JOCRF uses to store the large quantities of statistical and verbal data generated by the project is also described. Eight appendices are provided containing numerous figures and tables that supplement the text. A 36-item list of references is included. (SLD)

Africa Leadership Forum.
Communication and Development. Farm House Dialogue (4th, Ota, Nigeria, May 12-14, 1989).
SPONS. AGENCY- Africa Leadership Foundation.
PUB DATE- 89
NOTE- 34p.; For other Farm House Dialogues, see UD 027 577-584. Document printed on colored stock.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communications; *Developing Nations; Developmental Programs; *Development Communication; Foreign Countries; *Mass Media; *Mass Media Role; Workshops
IDENTIFIERS- *Nigeria

This document summarizes discussions at an invitational workshop on the role of communication in the development process in Nigeria. Discussion centered on the need to democratize the mass electronic and print news media. The following broad issues were discussed: (1) the problems of providing accurate, high quality information to a largely rural, multilingual population through government-owned news media dominated by urban, English-speaking employees; (2) the prohibitive cost of developing both electronic and print communication media and the need for improved training for practitioners who operate in indigenous Nigerian languages; (3) the factors militating against effective communication, including credibility, cultural appropriateness, and technical quality; (4) the role of communication in national leadership; (5) the crucial role of the mass media in delivering educational and social services to rural areas; (6) the need for increased government support of mass communication in the face of spiraling costs; (7) the role of the mass media in building and sustaining a positive national image; and (8) the difficulty of overcoming social taboos and cultural traditions related to communication. A list of participants, the text of the introductory remarks, and a description of the Africa Leadership Forum are appended. (FMW)

ED 325 460 SP 032 693

Akins, Ann Severance, Ed.; LaPointe-Crump, Janice, Ed.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
Encores II: Travels through the Spectrum of Dance. A Selection of Readings from 1978-1987.
PUB DATE- 90
NOTE- 163p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Aesthetic Values; Athletics; Childhood Needs; *Dance; *Dance Education; *Dance Therapy; Elementary Secondary Education; Folk Culture; Higher Education; Teaching Methods

This anthology of articles, selected from writings in the "Journal of Physical Education, Recreation, and Dance" and the "Research Quarterly for Exercise and Sport" (previously "Research Quarterly") over a 10-year period, offers insights into the growth in dance education and the changes during those years in pedagogical, creative, and philosophical issues. The collection of 37 articles is divided into 8 sections: (1) "Pathmakers: A Historical Perspective"; (2) "Diversified Landscapes: Movement Experiences for Nondancers"; (3) "The Preparation of Young Travelers: Dance for Children"; (4) "Road Maps: Pedagogy and Curriculum Design"; (5) "Creative Journeys: The Choreographic Process"; (6) "Pathways for Perceiving, Examining, and Expressing: Analysis and Criticism"; (7) "Thoroughfares of the Body and the Mind: Dance Science"; and (8) "Intersections: A Forum on Issues and Philosophical Ideas." A bibliography of the complete collection, cited under the dominant subject category, and bibliographies of the authors are included. (JD)

ED 325 477 SP 032 730

Scannell, Marilyn M.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Roles and Authority of States in Policies for Teachers and Teaching. Trends and Issues Paper No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Standards; *Alternative Teacher Certification; *Delivery Systems; Elementary Secondary Education; *Government Role; Higher Education; Literature Reviews; *Policy Formation; Preservice Teacher Education; State Legislation; *Teacher Certification; *Teacher Education Programs; Teacher Supply and Demand; Trend Analysis
This paper highlights recent trends, issues, and research related to the roles and authority of states in policies for teachers and teaching. A review of literature demonstrates an increased role for state policymakers in education decision making. Decisions that had typically been within the domain of professional educators are now subject to state mandate. Trends, however, suggest that state policymakers will focus their attention more on educational outcomes and accountability systems and less on prescribing how education should be delivered, thus making the role of local institutions increasingly important. While there is major agreement between educators and policymakers that systemic changes in the education system are necessary, in contrast to the surface changes of earlier reform mandates, there is substantial disagreement on how such change will be achieved. Many policy analysts advocate a capacity-building approach to effecting changes in the education delivery system. Many state policymakers are looking at system-changing policies rather than capacity-building strategies as the best method for effecting change; e.g., the advocacy of alternative teacher certification programs that bypass traditional education programs entirely. (JD)

ED 325 564 UD 027 696

Deutsch, Morton
Educating Beyond Hate.
PUB DATE- 19 Mar 89
NOTE- 19p.; Prepared for the seminar "The Anatomy of Hate" convened by Elie Wiesel (Boston, MA, March 19, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arbitration; *Classroom Techniques; Competition; Conflict Resolution; Controversial Issues (Course Content); Cooperative Learning; *Educational Environment; Elementary Secondary Education; *Interpersonal Relationship; *Problem Solving; Program Descriptions; *Student Attitudes; Values Education

This document outlines a program for schools to encourage the development of values, attitudes, and knowledge foster constructive interpersonal relationships. Cooperative learning, conflict resolution, structured controversy, and school mediation can form the core of a comprehensive program for educating beyond hate. Cooperative learning includes the following key elements: (1) positive interdependence; (2) face-to-face interaction; (3) individual accountability; (4) interpersonal and small group skills; and (5) time and procedures to process how well the learning groups are functioning. Conflict resolution training includes the following common elements: (1) conflict identification; (2) awareness of the causes, consequences, and alternatives to violence; (3) conflict confrontation; (4) respect for self and others; (5) identification of interests and opinions; (6) interest exploration; (7) problem definition; (8) active listening; (9) awareness of bias, misperceptions, misjudgments, and stereotyped thinking; (10) conflict resolution skill development; (11) self-awareness; and (12) moral awareness. Constructive controversy can be stimulated and structured that will promote academic learning and the development of conflict resolution skills, no matter what subject is being taught. School mediation centers can constructively resolve difficult conflicts that the disputing parties may not be able to resolve constructively without the help of a third party. A list of 30 references is appended. (FMW)

ED 325 594 UD 027 740

Kuykendall, Crystal
American Univ., Washington, DC. Mid-Atlantic Equity Center.
Improving Black Student Achievement by Enhancing Students' Self-Image.
PUB DATE- 89
NOTE- 81p.; For related documents, see UD 027 739-740.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Black Culture; Black Education; *Black Students; *Classroom Techniques; *Cultural Awareness; Elementary Secondary Education; Racial Bias; *Self Concept; *Self Esteem; *Teacher Role; Teaching Methods
IDENTIFIERS- *Institutional Racism

This guide to improving Black student achievement by enhancing self-image is the third part of a four-part series addressing the essential characteristics of effective instruction that have a positive impact on the academic achievement of Black and Hispanic students. A positive academic identity is crucial for underachieving Black students. Teachers play a major role in building students' belief in and respect for themselves by providing an atmosphere in which students can experience success. Poor attitudes about learning and negative classroom behaviors are often shaped by what a student perceives as the teacher's attitudes, behaviors, and expectations. The following school-related factors comprise institutional racism that reinforces negative self-image: (1) curricula, instructional strategies, and teaching styles that are incompatible with cultural preferences; (2) absence of materials that include Black content and role models; (3) stereotyping that results in low or negative teacher expectations; (4) tracking that results in failure to foster higher order thinking skills; and (5) test bias. Strategies are suggested in the following areas: (1) mitigating the effects of institutional racism; (2) using teaching styles that are sensitive to Black culture; (3) using flexible and cooperative grouping; (4) demonstrating high expectations; (5) teaching higher order thinking skills; and (6) overcoming fear of failure and rejection of success. Ten charts, an illustration of the thinking process and the writing process, and three worksheets to identify and improve low self-image are included. A 93-item bibliography is appended. (FMW)

ED 325 609 UD 027 785

Institute for Independent Education, Inc., Washington, DC.

Improvement and Decline in D.C. Public Schools: CTBS Test Scores, 1987-1990. Research Notes on Education No. 7.

PUB DATE- Oct 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Achievement Tests; *Basic Skills; Ethnic Distribution; *Scores; Standardized Tests; Statistical Analysis; *Test Interpretation; *Test Score Decline; Urban Schools
IDENTIFIERS- *Comprehensive Tests of Basic Skills; *District of Columbia

Median test scores on the Comprehensive Tests of Basic Skills (CTBS) for many District of Columbia public schools declined substantially in 1990, although this decline was not evident in reports from school officials. These declines occurred at elementary, junior high, and senior high school levels, in grades 6, 9, and 11, respectively. They also occurred in both reading and mathematics, affecting schools in all wards of the city. In general, schools with the highest scores in reading for 1990 had a history of either remaining stable or improving during the previous three years, but this was not true of the schools with the lowest scores. In addition, overwhelming numbers of schools were substantially below the national norm for reading. While mathematics scores were slightly better than reading scores at the junior and senior high school levels, they continued their generally negative trend. Elementary level mathematics scores seem much better at first glance, but this is deceptive because the CTBS require mainly computational skills at this level, and few if any higher-order thinking skills. Recommendations are offered for improving the following areas: (1) testing policies; (2) the curriculum and instructional materials; (3) teachers and teaching strategies; (4) the distribution of financial resources to schools in various parts of the city; and (5) the method for collecting and disseminating statistical data. Statistical data are presented in seven tables and three graphs. A list of 10 references and detailed statistical data on improvements and declines by school and by level are appended. (FMW)

ED 325 392 SE 051 732

Phillips, Kenneth L.
Relating the Mole Concept and Fundamental Mathematics.
PUB DATE- May 89
NOTE- 57p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Abstract Reasoning; *Chemistry; Computer Assisted Instruction; Computer Uses in Education; *Concept Formation; *Mathematical Applications; *Mathematical Models; *Problem Solving; Programed Instructional Materials; Reading Skills; Science Education; *Science Instruction; Scientific Literacy; Scientific Methodology

The high percentage of students who have difficulty in solving free-response problems related to the mole concept was addressed by implementation of reading skill strategies and computer assisted instruction. Frayer models, semantic mapping, and graphic organizers from Reading in the Content Area (RICA) were used to increase student understanding of the scientific principles involved. Computers and a variety of computer programs from COMPress and Knowledge Factory were used by the target group for review, drill, and practice in relating their math skills to solving problems. The results indicated a considerable increase in the ability to solve problems related to the mole concept. It was concluded that better understanding of scientific concepts coupled with computer use for drill and practice was very effective in helping students relate science and mathematics. Appendices include evaluation instruments, examples of RICA Skills, supplementary handouts used for computer instruction, and sample responses from student comments regarding computer aided instruction. (Author)

ED 325 506 TM 015 739

Tindal, Gerald; Nolet, Victor
The Construct Validity of Curriculum-Based Measures of Achievement: A Multitrait-Multimethod Analysis.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Construct Validity; Elementary Education; *Elementary School Students; Language Skills; Mathematics Achievement; *Multitrait Multimethod Techniques; Reading Achievement; *Skill Analysis; Spelling; *Test Validity; Writing Achievement
IDENTIFIERS- Convergent Validation; *Curriculum Based Assessment; Divergent Validation; Stanford Achievement Tests

Convergent validity and divergent validity were studied in several basic skill areas using the multitrait-multimethod procedure outlined by D. T. Campbell and D. W. Fiske (1959). The academic skill domains considered were: (1) reading; (2) mathematics; (3) writing and language arts; and (4) spelling. A total of 297 students in grades 1 through 5 served as subjects (65 in grade 1, 57 in grade 2, 59 in grade 3, 60 in grade 4, and 56 in grade 5). The multitrait-multimethod matrix was established using the Stanford Achievement Test (SAT) and some curriculum-based measures. The results do not support specific skill independence, even across such major domains as reading and mathematics using very different methods to measure proficiency. Although convergent validity was found, divergent validity was almost entirely lacking. The findings support a uniform conception of achievement that is globally defined in terms of components and methods. Six tables contain data from the study. (SLD)

ED 325 520 TM 015 777

Marable, Paula
Austin Independent School District, Tex. Office of Research and Evaluation.
Focusing on Teachers: ESEA Title II Mathematics and Science.
PUB DATE- Sep 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrators; Curriculum Development; *Elementary School Teachers; Elementary Secondary Education; Federal Programs; Graphs; Inservice Teacher Education; *Instructional Improvement; *Mathematics Instruction; Program Evaluation; Questionnaires; School Districts; *Science Instruction; *Secondary School Teachers; Staff Development; Statistical Data; Tables (Data); *Teacher Improvement; Workshops
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title II

Elementary and Secondary Education Act (ESEA) Title II funds were used in a 12-month project for the improvement of mathematics and science teaching at the prekindergarten through grade 12 levels in the Austin (Texas) Independent School District (AISD). The project provided: (1) staff development workshops; (2) consultants to develop a secondary scope and sequence; (3) funds for teachers to attend professional meetings; (4) materials; and (5) tuition and stipends for teachers to attend staff development workshops. In the 1989-90 school year, the AISD employed 1,835 elementary school teachers, 305 secondary school mathematics teachers, and 282 secondary school science teachers. Development workshops were evaluated through questionnaires completed by 116 participants (79 teachers, 28 administrators, and 9 other professional personnel), representing a response rate of 78%. High ratings were given to the instructional materials by the 171 teachers who completed questionnaires on their usefulness, although 5 elementary teachers of the gifted and talented commented that the materials were too advanced for their students. A major outcome was the coordinated scope and sequence developed for secondary mathematics beginning with grade 6, and a comparable scope and sequence developed for science in grades 8 and 10. Scopes and sequences for the other grades are to be developed over the next 5 years. Overall, Title II funds were used effectively to improve mathematics and science teaching in the AISD. The workshops were very well received by the participants, and all of the professional meetings were given high ratings. Teachers appraised elementary school and secondary school mathematics and secondary school science materials as useful/effective for improving instruction. Materials for instructing gifted/talented students received mixed reviews. Seven tables and 22 graphs are provided. (SLD)

ED 325 535 TM 016 068

Grobe, Terry; And Others
Brandeis Univ., Waltham, MA. Center for Human Resources.
Synthesis of Existing Knowledge and Practice in the Field of Educational Partnerships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 50p.; One of four commissioned reports on educational partnerships; for the other reports see TM 016 066-069.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Definitions; Elementary Secondary Education; Evaluation Methods; Higher Education; *Program Development; Program Evaluation; *School Community Programs
IDENTIFIERS- *Partnerships in Education

A brief history of business/education partnership development (BEPD), using the development of the Boston Compact in 1975 as an illustrative case study, highlights several points: partnerships embrace diverse territory and goals; a partnership is a process, not an event; a partnership is a relationship between institutions and people within those institutions; and the goals and form of a partnership change and evolve. Benefits of partnerships are considered in terms of gains for business, education, higher education, parents and students, and the community. Three typologies of BEPD are presented: (1) levels of involvement (incorporating three stages--support, cooperation, and collaboration); (2) partnership structure (simple, moderately complex, and complex); and (3) levels of impact (containing six categories--partners in special services, partners in the classroom, partners in teacher training and development, partners in management, partners in systemic educational improvement, and partners in policy). The first two typologies illustrate the relationship between partners and the structure of these relations, respectively. The third model focuses on goals and emphasizes the partnership's impact on the educational system, and is therefore considered the most useful of the three typologies. The six levels of impact categorized in the third typology serve as the framework for presenting numerous specific examples of partnerships corresponding to each level; this is followed by a section in which the following more generic elements of successful educational partnerships are outlined: top level leadership; grounding in community needs; effective public relations; clear roles and responsibilities; racial/ethnic involvement; strategic planning; effective management and staffing structure; shared decision-making/interagency ownership; shared credit/recognition; appropriate well-timed resources; technical assistance; formal agreements; action and frequent success; patience, vigilance, and increased involvement; and local ownership. A brief discussion of outcome measures and evaluations of the six types of partnerships conclude the paper. Endnotes and references are included, and a list of contacts for major partnerships discussed in this paper is appended. (RLC)

ED 325 550 UD 027 581

Africa Leadership Forum.
Labour and Development. Farm House Dialogue (5th, Ota, Nigeria, July 7-9, 1989).
SPONS. AGENCY- Africa Leadership Foundation.
PUB DATE- 89
NOTE- 32p.; For other Farm House Dialogues, see UD 027 577-584.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; Developmental Programs; *Economic Development; Foreign Countries; *Human Capital; *Labor Force Development; *Labor Problems; Labor Relations; *Productivity; *Work Environment; Workshops
IDENTIFIERS- *Nigeria

This document summarizes discussions at an invitational workshop on labor development in Nigeria. The discussion centered on the need to promote an individual work ethic and to improve the quality of life of the average worker. The following broad topics were discussed: (1) the negative effect of colonialism on individual productivity and the lack of effective labor leadership since independence; (2) the cultural and technological barriers to improving productivity; (3) the need to establish a national minimum wage that would permit workers to live above the poverty line; (4) employer-employee relations; (5) the role of government as both an employer and a labor developer; (6) the need to improve the safety and health conditions and to promote an individual work ethic by developing full employment; (7) the inclusion in planning of the handicapped, unpaid workers, nonunionized workers, children, women, workers in small businesses, and the unemployed; (8) the role of the Nigrian Labor Congress in national politics; and (9) the need to promote certain traditional values, such as respect for learning, that encourage productivity and to discourage other traditions, such as inattention to punctuality and time management, that are incompatible with an industrial society. A list of participants, the text of the introductory address, and a description of the Africa Leadership Forum are appended. (FMW)

ED 325 580   UD 027 725

Bliatout, Bruce Thowpaou; And Others
Public Affairs Research Inst. of New Jersey, Inc.
Handbook for Teaching Hmong-Speaking Students.

SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- 88
NOTE- 140p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Americans; *Bilingual Education Programs; Cross Cultural Training; English (Second Language); *Hmong; *Hmong People; Limited English Speaking; *Native Language Instruction; *Refugees

Chapters 1 and 2 of this guide provide an introduction to the history and culture of the Hmong people, including material on family life and education in Laos up to 1975 and on their experiences in Thai refugee camps and in the United States. Chapter 3, "Linguistic Characteristics of the Hmong Language," provides an introduction to the Hmong language, including forms of address and information on Hmong personal names. Chapter 4, "Recommended Instructional and Curricular Strategies for Hmong Language Development," details the benefits of fostering and maintaining native language literacy among the Hmong while instructing them in English and discusses bilingual teaching methods. A bibliography includes references, recommended readings, and lists of bilingual and Hmong materials. The appendixes contain names and addresses of educational resource centers, sources of Hmong language materials, the names of 10 persons with special knowledge of Hmong language and culture, the names of California Hmong organizations, Hmong linguistic tables, a guide to holidays and special events celebrated in the Hmong community, and a glossary. (DM)

ED 325 357 SE 051 693

Manitoba Dept. of Education and Training, Winnipeg. Curriculum
Development and Implementation Branch.

Mathematics Assessment: English Language and French Immersion Programs, 1987. Final Report.

PUB DATE- 88
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142)Numerical/Quantitative Data (110)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; *Mathematical Concepts; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Mathematics Tests; *Secondary School Mathematics; Surveys; *Testing Programs
IDENTIFIERS- *Manitoba

This report contains a description and analysis, along with conclusions and recommendations, of the three components of the 1987 Mathematics Assessment in Manitoba, Canada: (1) the student achievement tests at grades 3, 6, 9, and 12; (2) the comparison testing (1981-1986) at the same grade levels; and (3) the teacher survey. The intent of the mathematics assessment program was to provide provincial data on student achievement of the mathematics curriculum and data from teachers of mathematics on their classroom practices and views. The last chapter provides a condensation of the conclusions for each test administered at the four grade levels and for the teacher survey. The recommendations included are based on a synthesis of the data from the different sources. (KR)

ED 325 374 SE 051 710

Helm, John L., Ed.
National Academy of Engineering, Washington, D.C.

Energy: Production, Consumption, and Consequences.

PUB DATE- 90
NOTE- 299p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Alternative Energy Sources; Energy Conservation; *Energy Education; *Environmental Education; Foreign Policy; Fuel Consumption; Fuels; *Government Role; Natural Resources; Petroleum Industry; *Policy Formation; Pollution; Science Education; Technological Advancement
IDENTIFIERS- *Energy Policy; Fossil Fuels; *Global Climate Change

Energy policy in the United States and much of the analysis behind those policies is largely incomplete according to many. Systems for energy production, distribution, and use have traditionally been analyzed by supply sector, yet such analyses cannot capture the complex interplay of technology, economics, public policy, and environmental concerns that shapes energy supply. In this book, experts from diverse fields examine the evolving structure of the energy system, explore the changing patterns of supply and demand, offer insights into the forces driving the changes, and discuss energy planning strategies. Also covered are: the vulnerabilities in the energy system in the United States such as the lack of a comprehensive nuclear policy and the uncertain role of alternative fuels; the influence of technological change; and the increasing importance of the environmental aspects of energy systems; automotive emissions; pollution transport; carbon dioxide production and global warming; and the relationship among energy, ecology, and economic development. (CW)

ED 325 264 RC 017 711

Salstrom, Paul

Historical and Theoretical Perspectives on Appalachia's Economic Dependency.

PUB DATE- 24 Mar 90
NOTE- 23p.; Paper presented at the Annual Appalachian Studies Conference (13th, Unicoi State Park, GA, March 23-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Development; Family Characteristics; Industrialization; *Poverty; Regional Characteristics; *Rural Economics
IDENTIFIERS- *Appalachia; New Deal; *Non Monetary Economy; Regional History; Subsistence Lifestyle

The roots of Appalachia's economic dependency go back to the region's first settlers in the 1730s. Historical and theoretical analysis of this phenomenon is useful in understanding the current status of the area, including, the status of education. The early settler sought a "competency"--enough productive property to support a family. Under preindustrial conditions, dependence on outside markets was not likely to cause impoverishment. But industrialization elsewhere in the United States led to far greater productivity outside Appalachia than inside, followed by unequal exchange of the time and work required to produce units of comparable economic value, thus cheapening the value-in-trade of Appalachia's labor. Appalachia's people could have avoided impoverishment by maintaining their competencies and sustaining themselves through self-sufficiency and local exchange. Unfortunately, farmers practiced partible inheritance and tended to produce large families that continually diminished their competencies. In the early 1900s many men worked away from home in mines, logging camps, and other enterprises, while women ran the farms. In macro terms, this amounted to a process whereby subsistence farming subsidized industrialization in Appalachia by furnishing non-monetized income to industrial workers' families. During the Depression, New Deal relief payments greatly increased Appalachia's import surplus, weaned many people from their customary self-supporting activities, and eroded the mountains' informal economy--networks of subsistence production, bartering, and borrowing. Today, non-monetized networking could be the basis for a new model of voluntary reciprocity that would increase Appalachia's internal purchasing power and subsidize grassroots economic development. This paper contains 25 references. (SV)

ED 325 292 RC 017 871

Harris, Mary
First Year Teachers in North Dakota.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- Oct 89
NOTE- 33p.; Paper presented at the National Rural Education Association Research Forum (Reno, NV, October 6-7, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Elementary Secondary Education; *Faculty Development; *Faculty Mobility; *Job Satisfaction; Rural Schools; Rural Urban Differences; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Characteristics; Teacher Education; Teacher Orientation; *Teacher Persistence
IDENTIFIERS- *North Dakota; Teacher Resignation

The 1988-89 study reported in this paper focused on teacher attrition, examining the characteristics of beginning teachers in North Dakota. The purpose was to compare characteristics of those teachers who stayed in their first positions with those who left. The study gathered data by surveying school administrators and elementary and secondary teachers, primarily those who stayed in their positions. The data suggests that 22.4% of North Dakota's new teachers leave their first teaching jobs after only one year. A majority of teachers who leave their first jobs accept teaching positions elsewhere, usually in larger communities. Teacher characteristics associated with high attrition included: (1) not being certified in a portion of the teaching assignment; (2) beginning by working in a small community; (3) beginning a career in the northwestern part of the state; (4) being new to the community; and (5) being a specialist. Teachers who left their first jobs were likely to be among the more effective teachers, and were unlikely to be recipients of appropriate staff development. Teachers who reported dissatisfaction did not necessarily leave their positions. The paper concludes that support is needed for new teachers in North Dakota and for the schools that receive them. Recommendations for reducing the attrition rate include building-level orientation, fair assignment practices, provision of housing, "home base" schools for specialists, outreach to new teachers on the part of professional networks, and, perhaps most critically, staff development. The appendix contains the two survey questionnaires. (TES)

ED 325 306 SE 051 641

Alberta Dept. of Education, Edmonton. Curriculum Branch.
Mathematics 16, Program of Studies/Curriculum Guide, Grade 10. Interim--1990.
PUB DATE- 90
NOTE- 91p.; For Teacher Resource Manual, see SE 051 642.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; Cognitive Development; *Cognitive Processes; Computation; Computers; Curriculum Design; Curriculum Development; Decision Making; Foreign Countries; High Schools; Inquiry; *Learning Strategies; *Mathematics Education; Problem Solving; Resource Materials; *Secondary School Mathematics; State Curriculum Guides; Student Attitudes; *Teaching Methods; Technology; Thinking Skills
IDENTIFIERS- *Alberta

The Mathematics 16 program provides for the development of essential concepts, skills, and attitudes required for effective computation and problem solving. The program is activity-based, and addresses the need for students to be able to transfer and apply specific mathematical concepts and skills to more generalized situations in everyday life and the world of work. A focus on the use of technology throughout the program assists students to develop the ability to use calculators and computers in performing routine tasks more easily replicated by these technologies. This guide contains the program of studies and curriculum guide for the Science 16 program. Contents include chapters which are entitled: (1) "Rationale"; (2) "Philosophy"; (3) "Goals for the Mathematics 16 Program"; (4) "Model for the Mathematics 16 Program"; (5) "Interpersonal Skills and the Social Sphere"; (6) "Required and Elective Components"; (7) "Planning"; (8) "Learning Resources fcr Mathematics 16"; (9) "Methodology"; (10) "Evaluation"; (11) "Scope and Sequence"; (12) "Program of Studies/Presentation of Content"; and (13) "Suggested Options." (KR)

ED 325 324 SE 051 659

California State Dept. of Education, Sacramento.
Science Framework for California Public Schools. Kindergarten through Grade Twelve.
PUB DATE- 90
NOTE- 238p.; For previous edition, see ED 164 358. Developed by the Science Curriculum Framework and Criteria Committee under the direction of the Curriculum Development and Supplemental Materials Commission.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Improvement; *Educational Objectives; *Elementary School Science; Elementary Secondary Education; Evolution; Professional Development; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *California

This science framework is about connections. Each section draws on and contributes to those that precede and follow it. The framework opens with a discussion of the nature of science and the need for science educators to model the attributes of scientific investigation including objectivity, testability, and consistency. The framework also calls for a thematic presentation of science concepts so that students appreciate the connections across science disciplines and learn how science relates to other subjects. Three chapters address the content of science. The repeated use of "sidebars" helps teachers appreciate the connections among the sciences. The final part of the framework demonstrates how science education might be implemented in the 1990's. There are specific recommendations for the teaching of science and the restructuring of science education at the elementary, middle, and high school levels. There are also suggestions for attracting into science classes students who historically have been underrepresented in those classes. Finally, the framework closes with ideas on how other facets of the system, including staff development, assessment, and, especially, instructional materials, need to be changed to help all students achieve scientific literacy. Appendices include: (1) "Significant Court Decisions Regarding Evolution/Creation Issues"; (2) "Education Code Sections of Special Relevance to Science Educators"; and a list of 33 selected references. (CW)

ED 325 341 SE 051 677

Sousa, David A.; Hull, Mary Ann

A Survey of Science Teaching in the Secondary Schools of New Jersey 1989-90.

SPONS. AGENCY- New Jersey Science Supervisors Association.

PUB DATE- 90

NOTE- 37p.; For related documents, see ED 244 812 and ED 269 279.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Uses in Education; Enrollment; *School Safety; *Science Curriculum; Science Education; *Science Teachers; Secondary Education; *Secondary School Science; Staff Development; Supervisors; *Surveys; *Textbooks

IDENTIFIERS- *New Jersey

The purpose of this survey was to examine science education in the state of New Jersey. It is the sixth in a series of secondary school surveys which began in 1968-69. In this survey, 205 schools (38%) responded to the survey which contained over 150 questions. To facilitate comparisons, results have been summarized as percentages wherever possible. Reported in this document are general information, and characteristics of staffing, safety, staff development, curriculum, computers, teaching conditions, science supervisors and textbooks used in New Jersey schools. An overall summary is provided. (CW)

ED 325 409 SO 030 046

Laferriere, Jake; Broyles, India
International Education--Focus: Soviet Union.
PUB DATE- 20 Apr 90
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Portions of appendixes are of poor legibility.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cultural Influences; Curriculum Development; *Curriculum Enrichment; Educational Resources; Experimental Curriculum; Global Approach; High Schools; Instructional Development; *Instructional Innovation; Instructional Materials; *International Education; International Relations; *International Studies; Social Studies
IDENTIFIERS- USSR

From March 8 to March 11, 1989, student schedules at Lake Region High School in Bridgton, Maine were replaced by Soviet Union culture and history classes. The project was called "Focus: Soviet Union," and was intended as only the first of a series of International Education Days designed to increase United States understanding of other cultures through global education. The varied activities of the program included workshops featuring students from the Soviet Union and exploring diverse aspects of Russian life, culture, and history, as well as a panel on changing perspectives of the Soviet Union by political leaders from the United States and the USSR. Student reactions to this educational experience, a detailed discussion of strategies employed to set up the symposium, and descriptions of its various components, activities, and outcomes, form the contents of this document. Copies of all working papers related to the project are appended: they include a proposed International Education Day budget, an agenda of workshops, project registration forms, press releases, student questionnaires, and an evaluation form. (NL)

ED 325 426 SO 030 186

Georgia State Dept. of Education, Atlanta.; German Federal Foreign Office, Bonn (West Germany).

Germany and Georgia: Partners for the Future. Instructional Materials for Georgia Schools, Volumes I and II.

PUB DATE- 90
NOTE- 233p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Foreign Culture; Instructional Materials; Learning Activities; Social Studies; *State Programs; Teaching Methods
IDENTIFIERS- *Georgia; *Germany

A collection of lessons is presented for teaching about the Federal Republic of Germany that were developed as a result of a study/travel seminar attended by 18 Georgia educators during the summer of 1989. Lessons are designed so that they may either be used individually, integrated into the curriculum at appropriate places, or be used as a complete unit. Teachers are advised to adjust the materials to accommodate the needs and interests of performance levels of students. Each lesson begins with an outline for teaching that includes instructional objective, and a sequenced list of procedures for using the activities provided with the lesson. Teachers are provided with most of the materials needed for implementation. Volume 1 contains lessons on these topics: introduction to Germany, geography and environment, history and culture, and people. Volume II contains lesson on these topics concerning contemporary Germany: government, economics, society, and the fine arts. (DB)

ED 325 443 SP 032 659

Peters, William H.
Becoming Professionals: Preparing Instructional Leaders through Extended Preparation Programs.
PUB DATE- 7 Aug 90
NOTE- 17p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (August 7, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Elementary School Curriculum; Excellence in Education; *Extended Teacher Education Programs; *Geography Instruction; Graduate Study; Higher Education; Preservice Teacher Education

Within the context of national educational reform movements, Texas A&M University's College of Education has developed a collaboratively designed extended preparation program to train professionals for positions of instructional leadership in the schools, specifically in elementary curricular areas. According to the theoretical and philosophical underpinnings developed at Texas A&M, such programs should: (1) provide a basis for increasing the status of teachers; (2) provide professionalization through graduate training; (3) provide a basis for addressing the absence of focus on subject matter; and (4) prepare teachers to become instructional leaders. Descriptions are given to two extended degree programs, one in English studies emphasizing children's literature, the other in geography instruction. Special attention is given to subject matter focus and to the representation and formulation of the subject which teachers use to make subject matter comprehensible to students. The paper provides insight into steps leading to successful collaboration of university arts and sciences and education faculties to prepare instructional leaders through extended preparation programs. Fifteen references are cited. (JD)

ED 325 461 SP 032 695

Hubbard, Betty M.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.
A Disease Called AIDS. For Grades 5 through 7. Instructor's Guide and Student Guide.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Course Content; *Curriculum Guides; Elementary Education; Group Activities; *Health Education; Intermediate Grades; *Lesson Plans; Teaching Methods

The introductory section of the first of two related guides provides information that describes and assists in teaching a curriculum on HIV (human immunodeficiency virus) and AIDS (acquired immune deficiency syndrome). The introduction discusses the scope of the problem and includes an overview of the curriculum, a review of teaching strategies, teaching tips, a sample letter to parents, and answers to questions solicited from students. Section 1 of the instructor's guide contains a set of lesson plans that coordinates with information and worksheets from the student guide. The lessons are presented in a suggested sequence that can be used for grades 5, 6, or 7. The six lesson titles and the analogous titles in the student guide are as follows: (1) How Infectious Diseases Spread (What is AIDS?); (2) HIV: An Infectious Disase (Who Has HIV Infection?); (3) HIV: Fact or Fiction (What Does HIV Do to the Body?); (4) The Last Time I Was Sick (What Are the Symptoms of HIV Infection?); (5) Protection against Disease (How Is HIV Infection Spread?); and (6) Saying No (How Can HIV Infection Be Prevented?). Section 2 of the guide contains different types of questions that can be used for evaluation. The appendix provides a listing of additional sources and a glossary of terms from the student guide. (JD)

ED 325 492 TM 015 709

Kaiser, Javaid

The Robustness of Regression and Substitution by Mean Methods in Handling Missing Values.

PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Islamic Conference on Statistical Sciences (2nd, Johor Bahru, Malaysia, August 26-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Simulation; Estimation (Mathematics); *Predictor Variables; *Regression (Statistics); Research Problems; *Robustness (Statistics); Sample Size; Surveys
IDENTIFIERS- Covariance Structural Analysis; *Missing Data; Survey Research

There are times in survey research when missing values need to be estimated. The robustness of four variations of regression and substitution by mean methods was examined using a 3x3x4 factorial design. The regression variations included in the study were: (1) regression using a single best predictor; (2) two best predictors; (3) all available preditors having observed values; and (4) all available predictors with adjustment of estimate for predictors having missing values. The factors studied included sample size (n=30, 60, and 120), the proportion of incomplete records (IRs) in the sample (IR=10%, 20%, and 30%), and the number of missing values (MVs) per IR (MVs=12.5%, 25%, 37.5%, and 50%). The design matrix was replicated 500 times. Imputation methods were compared in terms of retaining population covariance structure in imputed samples. The results suggest that all methods significantly altered covariance structure and that the regression variation that adjusts missing value estimates for predictors having missing values was found to be the best imputation method at all experimental conditions. Three data tables and six graphs are included. (TJH)

ED 325 278   RC 017 830

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Health and Nutrition Education. Report of a Regional Writing Workshop (Quezon City, Philippines, May 12-21, 1983).

PUB DATE- 85

NOTE- 101p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)

DESCRIPTORS- *Curriculum Development; Developing Nations; Disease Control; Elementary Education; *Health Education; *Health Materials; Health Promotion; Hygiene; *Instructional Materials; *Nutrition Instruction; Teacher Education; Teacher Educator Education

This book describes a 1983 Unesco workshop held to review health-education teaching prepared by workshop participants. The document, developed primarily for educators in developing countries, includes the teaching materials in nutrition and health education for teachers of grades 1, 5, and 6, and for teacher educators. Chapter 1 of the document highlights the guidelines used by workshop participants in developing the teaching units. Chapter 2 lists the workshop's guidelines for revising and finalizing a health-education training manual for primary teachers in the Philippines. Chapter 3 summarizes plenary lectures and a panel discussion covering such topics as the philosophy and objectives of health education, phases of school health programs, teacher observation, and evaluation of health-education programs. Six teaching and training units, each one offered by a workshop participant, cover different aspects of health education, such as personal health, disease prevention, safety and first aid, substance abuse, consumer health, family health, and community health. Special emphasis is placed on nutrition education. Each unit follows a format that includes the following: (1) an overview; (2) objectives; (3) teaching methods; (4) suggested learning activities; (5) resource materials; (6) evaluation; and (7) a bibliography. (TES)

ED 325 358 SE 051 694

Melody, F. Joanne

Implementing an Elementary Science Program Through Community Resources.

PUB DATE- 90
NOTE- 130p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Course Content; Early Experience; Elementary Education; *Elementary School Science; Field Trips; Inservice Teacher Education; Media Selection; Parent Child Relationship; *Parent Participation; Parent Teacher Cooperation; *Preschool Children; Preschool Education; Process Education; *School Community Relationship; Science Activities; Science Curriculum; Science Education; *Science Instruction; Thinking Skills
IDENTIFIERS- *Earth Week

This practicum addressed the problem of the lack of science instruction in a school consisting of kindergarten through grade 5. The options of teaching science through hands-on activities, use of process skills, adding field experiences and selecting resource persons from the community were presented to the teachers. Appropriate science materials were evaluated by the faculty members. Workshops offering free materials were researched for summer in-service programs. The results of the program indicate that the amount of time for science instruction, number of field experiences, availability of parent resource personnel, and use of varied instructional techniques increased. Teachers, students, and school parents became more aware of the need for science instruction, particularly experiences including ecological concerns. Appended are a curriculum guide, several surveys, evaluation forms, and resource and literature lists. (Author/KR)

ED 325 478 TM 015 029

Poggio, John P.; And Others
Teaching Characteristics: A Search for Classifications.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; *Classification; College Faculty; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Performance; Principals; Secondary School Teachers; Teacher Attitudes; *Teacher Behavior; Teacher Certification; Teacher Characteristics; Teacher Education; Teacher Evaluation
IDENTIFIERS- *Kansas Internship Plan; Performance Indicators

In this study, different educator groups had to rank a total of 112 behaviors that had previously been judged to be important to the performance of first-year teachers. Focus was on determining which behaviors are important in the assessment of beginning teachers' performance and whether or not such assessment should be differentiated according to the context in which teaching is to take place. Experienced teachers (n=1,033) across 32 certification areas, three groups of principals (n=125), and four groups of faculty (n=139) from teacher training programs participated as part of the development of valid assessment procedures for the Kansas Internship Program. The 112 behaviors were randomly separated into two sets of 56 behaviors, each representing two parallel forms of the ranking task. Seven behaviors from each form were added to the other form, creating two forms each containing 63 behaviors. Forty-nine of these behaviors were unique to each form, and 14 behaviors were common to each form, resulting in an anchor block of 14 control behaviors. The 35 group mean importance ratings on a 9-point scale were computed for each of the 112 behaviors. The forced ranking by the subjects of these behaviors resulted in considerable disagreement. Using the criterion that 34 of the 35 groups included a behavior as important, 41 behaviors were identified as a common core. When the top 10 behaviors recognized by each group were compared with the common core, 28 of the 35 groups would have had at least one behavior important to that group ignored. While some consistency was found over the certification areas and professional groups represented, the choices of important behaviors were not consistent, suggesting that the assumption of a single common core of behaviors could seriously compromise a teacher performance evaluation system. Two tables present study data. The master list of behaviors for the Kansas Internship Assessment Inventory, and two sample behaviors and their respective descriptions are appended. (SLD)

ED 325 507   TM 015 741

Conley, Carolyn S.; Barnes, Laura L. B.
The Effect of Method of Evaluation on Student Aspiration of Success, Academic Self-Concept and Test Anxiety.
PUB DATE- Oct 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *College Students; Comparative Testing; Criterion Referenced Tests; Higher Education; Norm Referenced Tests; *Self Concept; Student Attitudes; Student Educational Objectives; *Success; *Test Anxiety; Test Format
IDENTIFIERS- *Academic Self Concept; Analogies

The effects of three methods of evaluation (norm-referenced, regulated criterion-referenced, and negotiated criterion-referenced) on academic self-concept (ASC), test anxiety, and aspiration of success were studied for 73 college students (71 females and 2 males) from a large midwestern research university. Students were given a limited amount of time to complete a series of difficult word analogies (subjects were given 3 minutes to complete each of 5 trials). Those in the norm-referenced group were told that their scores would be based on a comparison with other students. Subjects in the regulated criterion-referenced groups were told that a score of 10 out of 20 for each trial would be necessary in order to be considered proficient on the analogies test. Subjects in the negotiated criterion-referenced group were allowed to state the score that they thought would indicate proficiency. The time limit was imposed so that students' ASC, test anxiety, and aspiration of success could be studied under induced failure conditions. Data were analyzed using split plot analysis of variance; and it was found that the method of evaluation had no significant effect on subjects' ASC, test anxiety, and aspiration of success. Three tables contain the study data. A 26-item list of references is included. (SLD)

ED 325 565 UD 027 697

Edmunds, Polly; And Others
PACER Center, Inc., Minneapolis, MN.
Demographics and Cultural Diversity in the 1990s: Implications for Services to Young Children with Special Needs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Blacks; *Cultural Differences; Demography; Early Childhood Education; *Early Intervention; *High Risk Students; Hispanic Americans; Interviews; *Minority Group Children; *Needs Assessment; *Special Needs Students; Young Children

Demographic studies indicate that the United States is becoming a richer mix of cultures, and that multicultural diversity is especially reflected among young children with special educational needs. Children of color are the most rapidly increasing population group and the largest group at risk for disabilities. Black and Hispanic American children are more likely than White children to live in poverty, which makes them more vulnerable to disabling conditions and learning problems. Preschool children comprise the poorest of these at-risk minority groups. Interviews with two administrators, one parent, and one teacher from states with varied cultural groups suggest the following strategies for identifying and meeting the special needs of young minority group children: (1) target public awareness locally; (2) involve local programs in planning statewide awareness campaigns; (3) translate public awareness materials into appropriate languages and dialects; (4) involve cultural groups in planning public awareness activities; (5) develop initiatives for increasing the number of minority professionals and paraprofessionals in the early childhood field; (6) increase the number and involvement of minority group members in advisory and policymaking groups; (7) collaborate with cultural communities providing services; (8) increase trust by being a resource for cultural communities; (9) support community groups with services they identify for themselves; (10) provide services for persons of color who serve in advisory and policymaking groups; and (11) train service providers to work with families from a variety of cultures. Statistical data are presented in one table. A list of 15 references and an eight-item bibliography are included. (FMW)

ED 325 581 UD 027 726

Ouk, Mory; And Others
Public Affairs Research Inst. of New Jersey, Inc.
Handbook for Teaching Khmer-Speaking Students.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- 88
NOTE- 161p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Americans; *Bilingual Education Programs; *Cambodian; *Cambodians; Cross Cultural Training; English (Second Language); Limited English Speaking; Modern History; *Native Language Instruction; *Refugees

Between 1975 and 1987, 140,000 Cambodians arrived in the United States; most have settled in California. This handbook for teachers and administrators who work with Khmer students and their parents begins with an overview of Cambodian history, and pays special attention to events since the Communist takeover in 1975. The second chapter, "Educational Background of Khmer Refugees," describes educational policy in Cambodia from the third century up to 1975, the subsequent situation in refugee camps, and the problems of Khmer families newly arrived in this country. Chapter 3 provides an introduction to the Khmer language. Chapter 4, "Recommended Instructional and Curricular Strategies," details the benefits of fostering and maintaining native language literacy among the Khmer and discusses bilingual teaching methods. A bibliography contains references, suggestions for further reading, and lists of materials in the Khmer language. Appendixes list California school districts ranked by enrollment of limited-English proficient students who speak Khmer, sources of Cambodian language materials and materials on Cambodia, and Cambodian community organizations and publications and provide notes on Khmer national holidays and traditional ceremonies, and a glossary. (DM)

ED 325 595 UD 027 743

Easton, John Q.; Storey, Sandra
Chicago Panel on Public School Policy and Finance, IL.
Attendance in Chicago Public Schools. Monitoring and Researching the Effects of School Reform in Chicago Series.
SPONS. AGENCY- Chicago Community Trust, Ill.; Field Foundation of Illinois, Chicago.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Lloyd A. Fry Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.; Woods Charitable Foundation, Inc., Lincoln, Nebr.
PUB DATE- Sep 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; *Attendance Patterns; *Dropout Rate; Elementary Secondary Education; Graduation; *School Statistics; Statistical Analysis; Student Mobility; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This report provides baseline data on attendance in the Chicago Public Schools. The report is divided into four sections and two tables. The first section, "The Effects of Student Assistance," examines the relationship between student attendance, achievement, and the dropout rate. The second section, "Attendance Statistics," presents median attendance rates for elementary and high schools and shows the variation in attendance rates between schools. Next, a section headed "Statistical Analysis of Attendance Rates" examines the relationship between a school's attendance rate and other factors like attendance rates from previous years or a school's achievement level. The fourth section, "Attendance Improvement," discusses research on the components of an effective attendance policy as well as how improvement of school organization can have a positive effect on attendance. The report continues with the two tables, one for high schools and the other for elementary schools, which together provide attendance data from 1985-86 to 1988-89 for every Chicago public school. Schools are grouped by geographical area so that a school can be compared to other schools nearby. Indexes follow, with a map to help locate a school within its area. (DM)

ED 325 610 UD 027 792

Lindner, Steven
A Comparison of Dropout Prevention Programs in Six Urban Areas in the United States.
PUB DATE- 20 Aug 90
NOTE- 158p.; Master's Project, Teachers College, Columbia University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *At Risk Persons; *Attendance; Comparative Analysis; *Dropout Prevention; *Dropout Programs; Elementary Education; High Schools; Questionnaires; *Urban Areas
IDENTIFIERS- Chicago Public Schools IL; Los Angeles Unified School District CA; New Orleans Public Schools LA; New York (East Harlem); Portland School District OR; San Francisco Unified School District CA

This report compares dropout prevention programs in six cities. Questionnaires were completed by program coordinators, staff members, and students in order to determine what might make such a program succeed. The report includes a review of the literature, a description of methods employed in research, and summaries of survey responses in narrative and tabular form. The findings are discussed in the last section. The author concludes that a truly effective attendance and dropout prevention program would begin in the elementary school years, when patterns of attendance are formed. A bibliography is included, followed by copies of the questionnaires used. (DM)

ED 325 375 SE 051 711

Illinois State Environmental Protection Agency, Springfield.
The Land We Depend On. Fifth Grade.
PUB DATE- 89
NOTE- 109p.; Oversize posters appended to original are not filmable.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Elementary School Science; *Environmental Education; Grade 5; Hazardous Materials; Intermediate Grades; Junior High Schools; *Land Use; Middle Schools; Recycling; *Science Activities; Science Education; *Science Materials; *Solid Wastes; Teaching Guides; Waste Disposal
IDENTIFIERS- Illinois

These materials are for use by elementary and middle school teachers in the state of Illinois. This document contains five modules for teaching land use and solid waste concepts. Topics include: (1) "Earth's Closed System"; (2) "Waste Alert"; (3) "Solid Waste/Litter"; (4) "Hazardous Waste"; and (5) "Recycling." Each module contains student resources such as text, maps, handouts, and diagrams; classroom materials such as posters; and activities such as projects, experiments, games, and puzzles. In several modules, supplemental and extension activities are suggested. (CW)

ED 325 393 SE 051 733

McCoy, Leah P.
Correlates of Mathematics Anxiety.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Experiential Learning; *Instructional Materials; *Learning Activities; Manipulative Materials; *Mathematics Anxiety; Mathematics Education; *Mathematics Teachers; Tactile Stimuli

Learning is a complex operation that involves a several factors. In studying the learning process, both the characteristics of the learner and the conditions of instruction must be considered. This study examined some of the factors that may influence the learning of mathematics. In particular, it sought to identify relationships among mathematics anxiety, individual preferences for learning styles, and use of manipulative materials in learning activities. Reported in this paper are a brief literature review, research methods, results, and educational implications. Results of this study indicate that there is a significant relationship among mathematics anxiety, tactile-kinesthetic mode preference, and experiences with manipulative materials. (CW)

ED 325 307 SE 051 642

Alberta Dept. of Education, Edmonton. Curriculum Branch.
Mathematics 16, Teacher Resource Manual. Interim--1990.
PUB DATE- 90
NOTE- 315p.; For the Program of Studies/Curriculum Guide, see SE 051 641.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; Cognitive Development; *Cognitive Processes; Computation; Computers; Curriculum Design; Curriculum Development; Decision Making; Foreign Countries; *Learning Strategies; *Mathematics Education; Problem Solving; *Resource Materials; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Student Attitudes; *Teaching Methods; Technology; Thinking Skills
IDENTIFIERS- *Alberta

The Mathematics 16 program provides for the development of essential concepts, skills, and attitudes required for effective computation and problem solving. The program is activity-based, and addresses the need for students to be able to transfer and apply specific mathematical concepts and skills to more generalized situations in everyday life and the world of work. A focus on the use of technology throughout the program assists students to develop the ability to use calculators and computers in performing routine tasks more easily replicated by these technologies. This manual should be used as a practical planning and instructional tool in translating the intentions of the Mathematics 16 program. The themes include earning money, budgeting and banking, skills for the consumer, and math in the workplace. The program emphases and methodology covers problem solving, the use of technology (calculator and computer), computational facility and estimation, situational and concrete approaches, and assessment and evaluation. An annotated list of learning resources, Alberta Consumer and Corporate Affairs Offices, and the regional offices of education are appended. (KR)

ED 325 342 SE 051 678

Frenette, Micheline
The Design of a Television Series on Science for Pre-Adolescents.
PUB DATE- 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Television; *Foreign Countries; Junior High Schools; Programing (Broadcast); *Science Curriculum; Science Education; *Secondary School Science; *Student Attitudes; Television Curriculum; *Television Research
IDENTIFIERS- Canada; *Informal Education

Informal learning environments compel the design of activities that are both appealing and educational. This paper addresses issues involved in the design of science television programs for preadolescents, drawing more specifically on the case of a French-language series currently in production in Montreal. The program goals and format are discussed in relation to the target audience's developmental characteristics, their attitudes toward science, and their experience with the television medium. Such a series, it is proposed, should attempt to provide an emotional experience that is entertaining, involving and relevant as well as a cognitive experience that is challenging and empowering. Suggestions are offered as to how these qualities might be implemented in a television program. Experience with the series leads one to believe that the initial tension between learning and entertainment may be resolved creatively. (Author/CW)

ED 325 427 SO 030 190

Barth, James L., Ed.
Indiana Council for the Social Studies, Bloomington.
Teaching Social Studies in Indiana, Third Edition.
PUB DATE- 90
NOTE- 61p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Beginning Teachers; Educational Policy; Educational Resources; Elementary Secondary Education; Guidelines; *Social Studies; *State Standards; Teacher Certification; Teacher Employment
IDENTIFIERS- *Indiana

Over the years changes have taken place both in the information and organizations with which teachers and prospective teachers should be familiar. This bulletin with up-to-date information is designed to help those seeking certification to teach social studies in Indiana and those interested in education. Some of the topics covered feature areas that may have changed, including course descriptions, textbook adoption, legislative laws, rules, guidelines, organizations that provide support and instructional assistance, and resources available in Indiana. The bulletin should be of interest to elementary, junior high/middle school, and senior high teachers in training. Teachers who have moved to Indiana and intend to teach social studies would find information about how social studies is organized in the state. School administrators, social studies textbook adoption committees, and those looking for information about the meaning of social studies, the social studies curriculum, laws that apply to social studies, and professional education organizations can find answers in this document. (DB)

ED 325 444 SP 032 660

Appalachia Educational Lab., Charleston, W. Va.
Keys to an Effective Internship: A Guide for Kentucky Beginning Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; *Beginning Teachers; Elementary Secondary Education; *Internship Programs; Mentors; Orientation Materials; Questionnaires; Resource Teachers; Teacher Educators; *Teacher Interns; *Teacher Orientation; *Teacher Responsibility

The study group of five teachers who examined aspects of the Kentucky Beginning Teacher Internship program developed this guide for beginning teachers. Members of the group (3 resource teachers and 2 first-year teachers) surveyed a random sample of 234 interns to assess their opinions about the internship program and to aggregate advice they would give future interns. This guide, based on 125 responses, offers advice in 4 major categories that emerged from survey responses: (1) people involved in the program (intern, resource teacher, principal, teacher educator); (2) activities (orientation meeting, conferencing with the resource teacher, observations, committee meetings); (3) resources (the resource teacher, the program handbook, libraries, professional groups, departments of education, college/university personnel, other teachers); and (4) general tips, most of which have to do with maintaining a positive attitude and a confident and open frame of mind. The internship survey form is appended. (JD)

ED 325 521 TM 015 778

Williams-Robertson, Lydia
Austin Independent School District, Tex. Office of Research and Evaluation.
Double TNT: Targeting New Teachers and Teaching by Novel Techniques.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Females; Magnet Schools; Mentors; *Minority Groups; Program Evaluation; School Districts; *Science Education; Science Instruction; Science Teachers; *Secondary School Students; *Student Interests; Student Recruitment; *Teacher Recruitment; Teaching Methods
IDENTIFIERS- *Austin Independent School District TX

A program developed by the Austin (Texas) Independent School District under a 2-year grant from the National Science Foundation is described and evaluated. The primary objectives of the program were to: interest minority and female students in science; attract these groups to the teaching of science; enrich the elementary school science curriculum; improve teaching skills in the sciences; and increase private sector involvement in the Science Academy, a high school magnet program in science. Components of the grant were: (1) curriculum collaboration; (2) service to the school district; (3) mini-mentorship--a progam in which Science Academy freshmen advised sixth graders; (4) video lesson enrichment; (5) the Science Academy Summer Institute; (6) recruitment efforts; and (7) promotion of private sector involvement. Evaluation indicated that private sector involvement remained extensive. Program efforts resulted in 93 new lessons created for elementary science classes. Recruitment efforts encouraged participation of many students. More than half of the students who participated in the Summer Institute showed increased interest in science. Neither teaching nor mentoring younger students had a significant impact on the Science Academy students' interest in teaching; however, for the younger students, both were successful in generating interest in science. Videotaped lessons were not useful as teaching tools. Four tables and six graphs are included. (SLD)

ED 325 536 TM 016 069

Education Resources Group, Inc.
An Overview of Evaluation Research on Selected Educational Partnerships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 15p.; One of four commissioned reports on educational partnerships; for the other reports see TM 016 066-068.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Documentation; Educational Research; Elementary Secondary Education; *Evaluation Methods; Evaluation Research; Higher Education; Literature Reviews; Program Effectiveness; *Program Evaluation; Qualitative Research; *Research Projects; *School Community Programs
IDENTIFIERS- *Partnerships in Education

This paper reviews selected literature on education/business partnerships (EBPs), highlighting the status of partnership evaluations and current methodologies. Research by S. Otterbourg and D. Adams (1989), which surveyed about 24 EBPs to ascertain planning, implementation, and evaluation priorities, showed that only 25% of the programs used outcomes data to measure effectiveness. Otterbourg and Adams concluded that: the current state of the art of partnership program evaluation is at an elementary level; leaders are just beginning to use evaluation to collect data needed for making informed program-related decisions; and there is a lack of precedent and experience and an absence of appropriate systems and instruments for evaluating partnership programs. Methods used to evaluate several EBPs are reviewed, including: documentation of collaboration and long-range planning processes of the METROLINK program by the Institute for Educational Leadership (IEL); qualitative review by Public/Private Ventures of nine school/business partnerships through site visits, observations, interviews, and document review of program materials; site visits, observations, interviews, debriefings with and written reports by technical assistants, questionnaire administration, phone follow-ups, and document review of the Ford Foundation's Urban School/Community Dropout Prevention Collaboratives from 1986 to 1990; a Rand Corporation study of school/community collaborations via case studies, semi-structured interviews, and document searches; case studies and "mini" case reviews of EBPs; document review, phone interviews, and site visits of 16 urban colleges by the National Association of State Universities and Land-Grant Colleges in 1981-84; interviews and impact evaluations conducted by the Career Beginnings program; questionnaire administration, phone interviews, and site visits by the IEL to evaluate 70001's Work, Achievement, and Values in Education Program in 1990; and day visits, interviews, and observations used in a study of local science education alliances in 1988. The review illustrates the need for more systematic evaluation of EBP programs; and the need for additional inquiry, elaboration, and refinement of evaluation models. (RLC)

ED 325 551 UD 027 582

Africa Leadership Forum.
Health for Development. Farm House Dialogue (6th, Ota, Nigeria, September 1-3, 1989).
SPONS. AGENCY- Africa Leadership Foundation.
PUB DATE- 89
NOTE- 38p.; For other Farm House Dialogues, see UD 027 577-584. The text has scattered passages of light/broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; Developing Nations; *Developmental Programs; Foreign Countries; *Health Care Costs; *Health Conditions; *Health Programs; *Medical Services; Public Agencies; Workshops
IDENTIFIERS- *Nigeria

This document summarizes discussions at an invitational workshop on health care development in Nigeria. The discussion centered on the need for cooperation among government service-delivery agencies and on the need to improve general national economic conditions. The following broad topics were discussed: (1) the history of health care during the early traditional period, the colonial period, and the years since independence; (2) problems with the implementation of the current National Health Policy, which is based on the World Health Organization's (WHO) goal of just and equitable health care for all by the year 2000; (3) the inadequacies of the health care delivery system and the problems in training health care providers; (4) the problems of obtaining and administering funds; (5) the shared responsibilities of the family, the community, local governments, state governments, and the federal government; and (6) strategies for providing medicine, health insurance, population control, and just and equitable health care delivery. A list of participants, the text of two introductory addresses, and a description of the Africa Leadership Forum are appended. (FMW)

ED 325 493 TM 015 712

Bjornstad, Jan F.
Two-Stage Sampling from a Prediction Point of View.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equations (Mathematics); *Mathematical Models; Maximum Likelihood Statistics; *Predictive Measurement; *Sampling; Surveys

Modeling the population in survey sampling problems continues to be controversial. An important reason is that the likelihood principle makes it somewhat necessary to model the population. Estimating the population total in two-stage survey sampling is considered, making use of a "superpopulation" model. The problem is then really one of predicting the unobserved part of the total. The concept of predictive likelihood is studied. A non-Bayesian likelihood approach to prediction problems in general is used. Prediction intervals and a predictor for the population total are derived for the normal case, based on predictive likelihood. (TJH)

ED 325 265 RC 017 713

Blaustein, Richard

Hegemony, Marginality and Identity Reformulation: Further Thoughts regarding a Comparative Approach to Appalachian Studies.

PUB DATE- Mar 90

NOTE- 11p.; Paper presented at the Annual Appalachian Studies Conference (13th, Unicoi State Park, GA, March 23-25, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alienation; Comparative Analysis; Cultural Differences; *Folk Culture; *Identification (Psychology); *Regional Attitudes; *Self Actualization; Sociocultural Patterns

IDENTIFIERS- *Appalachia; *Appalachian Studies; Cultural Hegemony; Marginality; United States (South)

As a multidisciplinary approach, Appalachian studies may provide insights for understanding the context of education in the region. Appalachia is marginal to the official centers of political, economic, and cultural power in the South just as the South is marginal to the core of official power in the United States. In both cases the result is ambiguous identity and conflicting tendencies towards acceptance or rejection of the hegemony--the authority of a dominant elite who establishes society's cultural standards. Questions of cultural dominance and subordination divide core from periphery in any complex society and create identity conflicts that pull marginal, nonelite personalities between the poles of assimilation and separatism. A continuous history of marginality and subordination has left the descendants of North British borderers who migrated to Appalachia with an impaired sense of autonomous identity and self-worth. This ambivalence is compounded by the ambivalence of the core culture towards its own advancement. As in many other places, the "folk" is seen by intellectuals as both a backward illiterate segment of the population and the romanticized remnant of a national patrimony. The selective reconstruction or wholesale invention of folk traditions compensates for feelings of cultural inferiority in peripheral intellectuals. Folk revivalism is only one form that counter-hegemonic movements have taken. In Appalachian studies, the apparent conflict between the "action folk" and the "cultural folk" has become less intense with the growing realization that these positions represent alternate solutions to the fundamental problem of marginality, subordination, and the consequent need for self-actualization. (SV)

ED 325 279   RC 017 844

Thomas, G. Scott
The Rating Guide to Life in America's Small Cities.
PUB DATE- 90
NOTE- 540p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Area Studies; Climate; *Community Characteristics; Community Resources; Economic Factors; Educational Finance; *Educational Quality; Health Services; Housing Opportunities; *Quality of Life; *Rating Scales; Recreation; *Social Indicators; Teacher Salaries; Transportation; Urban Areas
IDENTIFIERS- *Small Towns

This book lists and rates 219 U.S. "micropolitan" areas, defined as small cities and their surrounding territories, or combinations of neighboring small cities. The book consists of tables rating these cities, listed by state, in each of the following 10 categories: (1) climate and environment; (2) diversions; (3) economics; (4) education; (5) sophistication; (6) health care; (7) housing; (8) public safety; (9) transportation; and (10) urban proximity. Each of these categories includes more specific subjects of study, such as recreation funding, voter turnouts, property taxes, crime rates, doctor availability, and commuting ease. The chapter on education includes area ratings of high school experience, teacher compensation, high school dropouts, college influence, and education funding. Each chapter concludes with an overall description of findings. There is also a profile description of each of the "top ten" micropolitan areas and "report cards" of all the others. (TES)

ED 325 293 RC 017 874

Jenkins, Jerry A.
Chapter 1 Technical Assistance Center, Atlanta, GA. Region 3.; Educational Testing Service, Atlanta, Ga.; National Association of State Directors of Migrant Education.

A National Summary of Achievement Information as Reported by State Migrant Education Programs for Fiscal Years 1982 and 1983.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Feb 86
NOTE- 68p.; Contains some handwritten edits.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Achievement Gains; Annual Reports; Data Collection; Elementary Secondary Education; Evaluation Methods; *Migrant Education; *Migrant Programs; Program Evaluation; *State Programs; Tables (Data)

This volume presents a description of migrant education achievement information as reported in the state programs' annual reports to the United States Department of Education for fiscal years 1982, in which 48 states reported, and 1983, in which 49 states reported. The report presents information regarding the subjects taught, grade levels served, school terms in which the programs were offered (i.e. regular and summer terms), evaluation design employed, type of tests used, testing cycle or schedule followed for acquiring achievement data, number of children upon whom the data were based, data analysis procedures and the evaluation results. Not all the desired information was found in every report, due to the fact that the states develop their own locally-relevant criteria for collecting and reporting information. The report should not be viewed as a national data collection or as an attempt to provide a statistically valid national profile of migrant programs. Rather, the achievement information presented in the state-by-state summary reflects great variations across states in both actual programs and evaluation procedures. The document contains 25 tables presenting statistical data. (TES)

Burrows, Enid R.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Calculator Logic Systems and Mathematical Understandings.
PUB DATE- 90
NOTE- 140p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algorithms; *Calculators; *College Mathematics; Computation; Estimation (Mathematics); *Functions (Mathematics); Higher Education; Instrumentation; Mathematical Formulas; *Mathematical Logic; Mathematics; Mathematics Education; Mathematics Materials; Mathematics Skills; Polynomials; Word Problems (Mathematics)

This monograph is aimed at helping the reader understand the built-in logic of various calculator operating systems. It is an outgrowth of workshop contacts with in-service and pre-service teachers of mathematics and is in response to their request for a book on the subject of calculator logic systems and calculator algorithms. The mathematical concepts of function and binary operation are used and reviewed to help readers design effective calculator algorithms for evaluating a variety of mathematical expressions. Exercises are included throughout the book and answers in the final chapter. Alternative strategies for determining the answer to the same problem are discussed. Topics include: (1) "Binary Operations in Algebraic Logic (AL) and Algebraic Operating Systems (AOS)"; (2) "Functions"; (3) "Addressable Memory"; (4) "Exponentiation and Additional AL and AOS Strategies"; (5) "Reverse Polish Notation (RPN)"; (6) "Working with Very Large or Very Small Numbers"; and (7) "Approximating Solutions to General Polynomials and Transcendental Equations". (KR)

ED 325 359 SE 051 695

Munger, Fredi; Shader, Holly
Center for International Education (ED), Washington, DC.
Skills Drills: A Self-Correcting Math Proficiency Game. Technical Note No. 28.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Computation; Elementary Education; *Elementary School Mathematics; *Games; *Learning Activities; Mathematics Education; *Mathematics Skills; Number Concepts; *Numbers; Primary Education; Problem Solving; Skill Development; Thinking Skills

This is an effective drill and practice activity that does not use consumable materials. It does not teach math facts, algorithms or concepts. It provides immediate feedback to the learner and can be easily modified for use in many curriculum areas. It is self correcting because the student can identify errors without assistance and provides skills practice materials. The materials can be used with lower primary children once they can identify numerals 1 through 12. Lower grades have used the material to reinforce basic number facts, shapes, and sizes. Older students have used the same material to identify equivalences of fractions, apply division and multiplication algorithms, and work computations involving currency and time. The procedures for preparing master pattern sheets, question sheets, and solution card blanks and the instructions to make a "Skills Drills" box and tiles are included. (KR)

ED 325 376 SE 051 712

Illinois State Environmental Protection Agency, Springfield.
Water: The Liquid of Life. Fifth Grade.
PUB DATE- 88
NOTE- 66p.; Oversize posters appended to original are not filmable.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Drinking Water; *Elementary School Science; *Environmental Education; Grade 5; Groundwater; Intermediate Grades; Junior High Schools; Middle Schools; *Science Activities; Science Education; *Science Materials; Teaching Guides; Waste Water; *Water; *Water Pollution
IDENTIFIERS- Illinois

These materials are for use by elementary and middle school teachers in the state of Illinois. This document contains five modules for teaching water conservation. Topics include: (1) "Life Depends on Water," "What is Water?" and "The Hydrologic Cycle"; (2) "The Treatment of Drinking Water"; (3) "Wastewater Treatment"; (4) "Earth's Closed System/Water Pollution"; and (5) "IEPA and Environmental Laws/Illinois Rivers Appreciation Month." Each module contains student resources such as text, maps, handouts, and diagrams; classroom materials such as posters; and activities such as projects, experiments, games, and puzzles. In several modules, supplemental and extension activities are suggested. (CW)

ED 325 394 SE 051 734

Hanson, Keith R.
Lee County School District, Fort Myers, Fla.
Planet Earth--An Owner's Manual--A Guide to How Things Work.
SPONS. AGENCY- Florida State Office of Environmental Education, Tallahassee.
PUB DATE- 87
NOTE- 107p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Ecology; *Elementary School Science; Energy; *Environmental Education; Evolution; Intermediate Grades; Matter; Natural Resources; Primary Education; *Recycling; Science Education; Time

This storybook discusses the concepts of matter, energy, life, and time. The ideas of ecology, natural resources, and recycling are presented in a format which can be easily read by elementary school students. (CW)

ED 325 410 SO 030 048

Doran, Charles, F.; Tang, Puay
Foreign Policy Association, New York, N.Y.
Canada: Unity in Diversity. Headline Series. No. 291.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Historical Materials (060)
DESCRIPTORS- *Cultural Influences; Foreign Countries; *Foreign Policy; Global Approach; Higher Education; *International Cooperation; *International Relations; *Political Influences; *Political Science; Secondary Education
IDENTIFIERS- *Canada

This document examines the historical, political and geographical status of Canada, its distribution of power, the Canada-U.S. Free Trade Agreement of 1989, and Canada's relations with the United States. The Meech Lake accord, a proposal designed to establish Quebec more firmly under the constitutional umbrella by granting the province distinct society status, is analyzed. Should the accord fail to be adopted, the separatists may gain power and tensions increase between the Quebecois and the English-speaking majority with serious implications for U.S.-Canadian relations. The document contains illustrations, questions for students and discussion groups, and an annotated reading list. (NL)

ED 325 462 SP 032 696

Missouri State Dept. of Elementary and Secondary Education,
Jefferson City.

AIDS Education Resource Guide.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.

PUB DATE- Feb 90

NOTE- 42p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Educational Resources; Elementary Secondary Education; *Health Education; Health Promotion; Student Characteristics; Teaching Guides; Teaching Methods

This publication is designed to prepare teachers to discuss Acquired Immune Deficiency Syndrome (AIDS) and related topics with their students. It contains information regarding the background of AIDS and its history, suggested teaching strategies, and resources on which to draw and facilitate learning experiences. It is pointed out that AIDS education, to be effective, must be integrated into more comprehensive areas of study such as health, and should be taught in correlation with various areas of study. The guide provides outlines of programs designed for grades K-3, 4-6, 7-9, and 10-12. Each section describes the characteristics of the students, the content of the education program, competencies, key skills and teaching strategies, and further educational resources. (JD)

ED 325 596 UD 027 747

Watkins, Christine
A Program To Modify a Black Community's Perception of the Community's Role in School Activities.

PUB DATE- Aug 90
NOTE- 69p.; Education Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Attitudes; *Black Community; Elementary School Students; *Extracurricular Activities; Parent Attitudes; Parent Education; Parenting Skills; *Parent Participation; *Parent School Relationship; Program Descriptions; Program Evaluation; *Student Participation
IDENTIFIERS- *Parent Effectiveness Training

This document describes the development, implementation, and evaluation of a 10-week parent effectiveness training program to improve black elementary school student attitudes and participation in extracurricular activities by improving the attitudes of their parents towards school. The program was developed in consultation with teachers and counselors and includes the following goals: (1) improve parent attitudes through time management; (2) improve the parent-child relationship through interpersonal communication; (3) improve parent discipline strategies; (4) improve parents' ability to serve as role models and encourage their children to participate in extracurricular activities through role playing; (5) improve parents' ability to interpret test scores, school reports, and homework; (6) improve parent participation in the Parent Teacher Association; (7) improve parents' ability to communicate with school personnel; and (8) improve the parent-school relationship by giving parents the opportunity to meet school personnel. Pre- and postsurveys and pre- and postinterviews administered to the 22 participants indicated improvements in parent attitudes and their perceptions of their children's attitudes. Areas for further research are suggested. Statistical data are presented in four tables. The following materials are appended: (1) four tables of statistical data comparing black and white discipline and extracurricular activity participation; (2) copies of the survey and interview questionnaires; (3) four graphs illustrating responses to the pre- and post-surveys and the pre- and post-interviews; (4) two recruitment posters; and (5) a 12-item bibliography. (FMW)

ED 325 611   UD 027 806

Dallard, Shyrlee
Ella Baker: A Leader Behind the Scenes.
PUB DATE- 90
NOTE- 136p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Activism; Apartheid; Biographies; *Black Leadership; *Black Organizations; Childrens Literature; *Civil Rights; Equal Education; Equal Opportunities (Jobs); Equal Protection; Females; *School Desegregation; United States History; *Voting Rights
IDENTIFIERS- *African Americans

This book examines the life of Ella Baker, the civil rights worker who was a key figure in the formation of the Student Nonviolent Coordinating Committee (SNCC), the Southern Christian Leadership Conference (SCLC), and other civil rights organizations. The biography, which is aimed at young readers aged 10 and older, recounts the history of the civil rights movement from the 1930s to the 1950s, highlighting the story of a woman whose contributions to the struggle for African American rights were greater than any fame she achieved. The book opens with an introduction by Andrew Young, which is followed by a timeline representing the history of the civil rights movement. The biography describes some of the following phases of Ella Baker's life: (1) organizing for the National Association for the Advancement of Colored People (NAACP) in the American South in the 1930s; (2) directorhood of NAACP branches nationwide in the 1940s; (3) involvement in New York City school integration in the 1950s; (4) organizing Freedom Rides and voter registration drives in the 1960s; and (5) participation in the fight against apartheid in the 1970s. The book includes a chronology of events in the life of Ella Baker, suggested further reading, and a list of sources. (AF)

ED 325 343 SE 051 679

Arkansas State Dept. of Education, Little Rock.
Item Specifications, Mathematics Grade 3. Blue Prints for Testing Minimum Performance Test.
PUB DATE- 88
NOTE- 29p.; For related documents, see SE 051 680-681.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Arithmetic; *Educational Objectives; *Elementary School Mathematics; Geometry; Grade 3; Mathematics Education; *Mathematics Skills; *Mathematics Tests; Measurement; Number Concepts; Primary Education; Statistics; *Test Items; Whole Numbers
IDENTIFIERS- *Arkansas Minimum Performance Test

These item specifications were developed as a part of the Arkansas "Minimum Performance Testing Program" (MPT). There is one item specification for each instructional objective included in the MPT. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each item contains: (1) an objective identification number; (2) grade level; (3) subject area; (4) goal identification; (5) skill description; (6) stimulus attributes; (7) response attributes; and (8) sample items. It is suggested that teachers may use these specifications in a variety of ways. Teachers may use them as a guide in the development of evaluation instruments to check student performance, inform parents about what their child will face on the MPT, and familiarize their students with the MPT. Covered in this guide are items which test whole number numeration, whole number operations, rational numbers, measurement, geometry, and probability and statistics. (CW)

ED 325 395 SE 051 735

Su, Hui Fang Huang

Increasing Fourth Grade Math Achievement with Improved Instructional Strategies.

PUB DATE- 90
NOTE- 121p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Calculators; Community Resources; Computer Software; Computer Uses in Education; *Elementary School Mathematics; Grade 4; Intermediate Grades; Learning Activities; Mathematical Concepts; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Minority Groups; *Multiplication; Pattern Recognition; Pretests Posttests; Problem Solving; Questionnaires; *Student Attitudes; Student Projects; Teacher Student Relationship; *Teaching Methods; Word Problems (Mathematics)

The purpose of this practicum was to increase motivation and self-confidence of grade four students in mathematics achievement. Measured were the increase in the number of students displaying mastery of the times-tables, increase in the number of students making a gain on a math post-test, and increase in the number of students liking mathematics. Administered to the students were a math attitude questionnaire and a math pretest on basic math skills to determine the students' attitude toward math and to determine the students' performance level. Mental Math activities, math games design contests, in-class competitions, grade level competition, computer, calculators, systematic reviews, student-teacher interaction, and projects were used to help increase students' interest and to increase math achievement. This study includes the following chapters: (1) "Introduction"; (2) "Study of the Problem"; (3) "Anticipated Outcomes and Evaluation Instruments"; (4) "Solution Strategy"; and (5) "Results, Conclusions and Recommendations". Appended are copies of the math attitude questionnaire, the math pretest, the teacher evaluation instrument, and the student times-table performance record. (Author/KR)

ED 325 428 SO 030 191

National Committee on Pay Equity, Washington, DC.
Pay Equity Activity in the Public Sector: 1979-1989. Full Report.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Oct 89
NOTE- 162p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Civil Rights; *Comparable Worth; Employed Women; Employment Practices; Equal Opportunities (Jobs); Higher Education; Political Issues; *Public Sector; Racial Bias; *Salary Wage Differentials; Sex Bias; Statistical Data; Tables (Data)

Pay equity, sometimes referred to as comparable worth, is a remedy for wage discrimination based on race or sex. It's basic premise is that pay should be based on job-related factors such as skill, effort, responsibility and working conditions, not on a worker's gender or race. Studies have consistently demonstrated that jobs predominantly held by women and/or people of color are paid less than comparable jobs held by white men. Furthermore, studies have shown that these jobs are undervalued because they are held by women and/or people of color. In the 1980s, pay equity became a major political issue. During the decade pay equity initiatives in the public sector brought over $450 million to thousands of women and people of color working for states, cities, counties, school districts, community colleges, and hospitals. The facts about pay equity activities during this period are documented in this comprehensive report. Three levels of pay equity activity are identified: research/data collection; pay equity study; and pay equity adjustments. The means by which the activity at these levels has come about also are discussed and include collective bargaining, legislation, litigation, and grassroots advocacy. The body of the report is given to discussion and analysis of these pay equity activities as they have occurred in the federal government, states, counties, municipalities, school districts, and colleges and universities. The appendix includes a 22-item reference list, a glossary of terms, and a questionnaire on public sector pay equity activity. (DB)

ED 325 445 SP 032 661

Lohrmann, David K.
A Multi-Dimensional Approach to Assisting "At-Risk" Students, K-12.
PUB DATE- May 88
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Ancillary School Services; *Depression (Psychology); *Dropout Prevention; *Drug Abuse; Elementary Secondary Education; *High Risk Students; *Low Achievement; Medical Evaluation; Program Development; Student Attitudes

Teachers and administrators face three problems when developing programs at the local level for at-risk students: defining "at-risk" for their local district, identifying effective programs, and absorbing the costs of implementation. A six-step process for systematically addressing these problems would urge the schools to: (1) identify the at-risk populations within the school district (e.g., underachievers, alcohol and drug abusers, students with high stress, etc.); (2) consult the professional literature to determine the known causal factors for each at-risk classification; (3) using the PRECEDE Health Planning Model, catagorize these factors as predisposing, enabling, or reinforcing factors and identify which are common to all classifications of being at-risk; (4) collect and analyze data to validate whether factors found in the professional literature apply to the local district; (5) conduct an inventory of existing programs that address causal predisposing, enabling, and reinforcing factors; and (6) propose additional program components to fill identified voids. In this way, local districts can develop programs for at-risk students by building on existing school, family, and community program components rather than inventing an array of new programs which may be costly but no more effective. (Author/JD)

ED 325 479 TM 015 630

Baghi, Heibatollah; Ferrara, Steven F.

Detecting Differential Item Functioning Using IRT and Mantel-Haenszel Techniques: Implementing Procedures and Comparing Results.

PUB DATE- Feb 90
NOTE- 35p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Comparative Analysis; Correlation; Grade 9; *High School Freshmen; High Schools; *Item Bias; Item Response Theory; Testing Problems; *Test Items; Test Reliability
IDENTIFIERS- *Mantel Haenszel Procedure; *Maryland Test of Citizenship Skills; Three Parameter Model

Two techniques for detecting differential item functioning (DIF) of test items are compared: (1) item response theory (IRT), using the three-parameter model; and (2) Mantel-Haenszel chi square techniques (MHCS). The steps necessary for identifying differentially functioning items are identified for both approaches. Using data from the 1988 Maryland Test of Citizenship Skills (MTCS), the following parameters were investigated: (1) the stability of the MHCS statistic across sample sizes; (2) the stability of the DIF index (MH Alpha) in the MHCS approach across several score groups; (3) the correlation between IRT DIF indices and MH Alpha; and (4) agreement between the IRT and MHCS techniques in identifying biased items. The MTCS was administered to about 50,000 ninth-graders in January and February of 1988. For IRT purposes, random comparison groups of 1,000 students each were created, while the MHCS procedure used samples of 1,000, 750, 500, and 200 examinees. The IRT DIF procedure identified four items in male/female comparisons and three items in white/black comparisons in the MTCS that have significant unequal probabilities of a correct response. While correlation results indicate that the two techniques disagree regarding item bias, agreement in terms of total hits indicates that the MHCS technique is an adequate substitute for the three-parameter IRT approach if the sample size is at least 750. In terms of the percentage of items identified as biased, the techniques appear to be equally good in detecting DIF. Five graphs and 11 tables present study data. A 35-item list of references is provided. (SLD)

ED 325 494 TM 015 713

Cooley, Van E.; Thompson, Jay C., Jr.

A Study of the Fifty States To Determine the Effect of Educational Reform on Seven Educational Improvement Areas.

PUB DATE- Oct 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Finance; *Educational Improvement; Educational Policy; Elementary Secondary Education; Geographic Regions; National Surveys; Outcomes of Education; *Program Implementation; Remedial Programs; School District Autonomy; *School Districts; State Departments of Education; *State Programs; Summer Programs; Teacher Qualifications; Testing Programs
IDENTIFIERS- *Reform Efforts

The status and effects of state-initiated educational reform were studied for local school districts in seven areas of educational improvement (EI): (1) state-mandated testing of students; (2) state curricular outcomes; (3) summer remediation; (4) state evaluation of local districts; (5) more stringent teacher requirements; (6) mentoring; and (7) state monies allocated for programs for at-risk students. Study objectives were to determine: the impact of reform on the seven EI measures; geographic differences among the states in the implementation of EI measures; which states have implemented EI measures without reform movement pressures; and the regions most responsive to educational reform pressures. Responses to survey questionnaires were received from educational officers in all 50 states. Reform influenced each of the four geographic areas (East, Midwest, South, and West), but the South was the most influenced by the reform movement. A significant result of educational reform has been increased control by state agencies of local school boards. Pressures from business/industrial leaders have required several state education agencies and/or legislators to develop and require a variety of mandated programs for local school districts. State-mandated programs have taken away control from many local school boards. School districts that have not kept pace with sound educational practices may benefit from the first phase of educational reform. Four tables present study data. (SLD)

ED 325 508   TM 015 745

Sherman, Lawrence W.; And Others
Multidimensional Facets of Personal Control Perceptions: A
Cross-National Validation Analysis.
PUB DATE- Oct 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern
Educational Research Association (12th, Chicago, IL, October
17-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attribution Theory; Comparative
Testing; *Construct Validity; Cross Cultural Studies; Elementary
Education; Elementary School Students; Foreign Countries; *Locus
of Control; *Preadolescents; Psychological Characteristics; *Self
Concept Measures; Student Attitudes; Test Construction
IDENTIFIERS- *Multidimensional Multiattribution Causality; Poland;
United States; Validation Verification and Testing Techniques

School achievement attributions for success and failure were examined for American and Polish preadolescents between the ages of 12 and 13 years. The American sample included 115 preadolescents (53 males and 62 females), and the Polish sample included 64 children (34 males and 30 females). The American subjects came from a suburban racially heterogeneous school district near Cincinnati (Ohio), and the Polish subjects were located in the state schools of Gdansk. Data were obtained from both subject groups during the 1987-88 school year. The construct validity for a revised version of the Multidimensional Multiattribution Causality Scale of H. M. Lefcourt and others was studied. While significant differences between the two cross-national samples and within the eight subscales were reported, significant correlations of the rank orderings of the eight subscale means among the American and Polish samples were believed to be evidence for the construct validity of the revised instrument. Additional correlational analyses contrasted these samples with a sample of 87 Anglo and 64 Hispanic American adolescents responding to the original instrument. Since the data support predictions based on the self-worth motive of M. V. Covington (1984), it is argued that construct validation of the revised instrument was achieved. Since construct validity was found in both samples, it is suggested that a successful translation was accomplished. Seven tables and one bar graph present study data. (Author/SLD)

ED 325 522 TM 015 780

LeBlanc, Mark D.
Understanding the Role of Linguistic Processes in the Solution of Arithmetic Word Problems.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Arithmetic; *Cognitive Processes; *Computer Assisted Instruction; Computer Assisted Testing; Educational Diagnosis; Educational Environment; Elementary Secondary Education; Expert Systems; Learning Problems; Learning Processes; Models; *Problem Solving; *Psycholinguistics; *Word Problems (Mathematics)
IDENTIFIERS- *EDUCE Conceptual Analyzer

Ongoing work toward developing a learning environment that will perform real-time diagnoses of students' difficulties in solving mathematical word problems is described. The learning environment designed consists of a microworld and expert modules. The microworld (or toolbox) is a collection of mouse-driven interfaces that facilitate a transition between manipulative models of arithmetic word problems (such as those using physical blocks) to the more abstract symbolic models (such as an open-sentence equation). The expert module is composed of mathematical and linguistic problem solving models. A linguistic or reading expert first generates a conceptual representation of the actions and sets in a word problem, and the mathematical expert then attempts to assign part-whole roles to the conceptualized sets and arrive at a numerical model. The focus is on the expert reading model. A conceptual analyzer, EDUCE (Explaining Discourse Understanding with Conceptual Expectations), reads English word problems and generates conceptual representations of the quantities and actions in the word problem. By altering its linguistic abilities, the learning environment will perform real-time diagnoses of students' erroneous solutions and give the teacher hypotheses of potential misunderstandings. In its instructional role, EDUCE is designed to explain the role of certain words and phrases in a word problem. In its cognitive modeling role, it helps explain why some problems are harder than others. Four tables are included. (SLD)

ED 325 552 UD 027 583

Africa Leadership Forum.
Women in Development. Farm House Dialogue (7th, Ota, Nigeria, November 17-19, 1989).

SPONS. AGENCY- Africa Leadership Foundation.
PUB DATE- 89
NOTE- 33p.; For other Farm House Dialogues, see UD 027 577-584.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; *Developmental Programs; *Females; *Feminism; Foreign Countries; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; *Womens Education; Workshops
IDENTIFIERS- *Nigeria

This document summarizes discussions at an invitational workshop on women in Nigeria. The discussion centered on overcoming sex bias and discrimination in all areas of life so that women could contribute to the national development effort. The following broad topics were discussed: (1) cultural attitudes that discourage the education of women; (2) women's health problems, including prenatal care and birth control; (3) traditional attitudes that discriminate against women, including female circumcision, male child preference, and child marriages; (4) the unrecognized contributions of women to the economy through domestic and agricultural work and the need for increased political involvement; (5) the role of women as monitors of environmental quality; and (6) the role of women in developing peaceful solutions to conflict on the interpersonal, familial, interethnic, and national levels. A list of participants, the text of the two introductory addresses, and a description of the Africa Leadership Forum are appended. (FMW)

ED 325 566 UD 027 699

Population Reference Bureau, Inc., Washington, D.C.
Metro U.S.A. Data Sheet: Population Estimates and Selected Demographic Indicators for the Metropolitan Areas of the United States. Special edition of the United States Population Data Sheet.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Income; Infant Mortality; Migration; Minority Groups; Older Adults; Population Distribution; Population Growth; *Population Trends; Poverty; *Residential Patterns; *Social Indicators; Unemployment; *Urban Areas

This poster-size data sheet presents population estimates and selected demographic indicators for the nation's 281 metropolitan areas. These areas are divided into 261 Metropolitan Statistical Areas (MSAs) and 20 Consolidated Metropolitan Statistical Areas (CMSAs), reporting units which replace the Standard Metropolitan Statistical Areas (SMSAs) used by the United States Office of Management and Budget until 1980. In addition, 71 Primary Metropolitan Statistical Areas (PMSAs) are listed under their respective CMSAs. PMSAs are composed of relatively independent counties or groups of counties within a CMSA. The following population estimates for each metropolitan area are reported: (1) resident population, July 1, 1986; (2) resident population, April 1, 1980; (3) population change, 1980-86; (4) percentage of population change, 1980-86; (5) percentage of Black residents, 1980; (6) percentage of residents of Spanish origin, 1980; (7) infant mortality rate, 1982; (8) unemployment rate, 1986; and per capita income, 1983. The following indicators are reported for the 30 most populous and the 10 least populous metropolitan areas: (1) percent of change in population, 1980-86; (2) percent of change in population aged 65 years and older, 1980; (3) percent of residents born outside of the state, 1980; and (4) percent of residents below the poverty level, 1979. A map illustrates patterns of population growth in the metropolitan areas, 1980-86. (FMW)

ED 325 582 UD 027 727

McLaughlin, Michael J.
Heritage Foundation, Washington, D.C.
High School Dropouts: How Much of a Crisis? Backgrounder, No. 781.
PUB DATE- 3 Aug 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropout Rate; Dropout Research; *Dropouts; High Schools; *High School Students; Program Evaluation; Reentry Students; *School Choice; *School Holding Power; Urban Schools

There is no need for costly new state or federal dropout prevention programs because 87.1 percent of youth now complete a high school education by age 24, nearly achieving President George Bush's goal of a 90 percent graduation rate by the year 2000. Calculations of high national and urban dropout rates based on the number of students who do not graduate by age 18 have resulted in a "phantom crisis." Reforms are needed that encourage greater parental school involvement and give students greater incentives to stay in school. Many characteristics associated with high dropout rates, such as parental educational attainment and criminal involvement, are not school-related and may not have school-based solutions. Those factors that can be traced to schools should be addressed through programs that offer the student a choice among competing schools. Compulsory attendance regulations, which prohibit students from transferring to nonassigned schools, often make these choices unavailable. In areas with open enrollment policies, some choice programs have encouraged dropouts to complete their education. Minnesota, Washington, West Virginia, and Wisconsin have developed innovative programs that combine both choice and incentives. Statistical data are presented in two tables. (FMW)

ED 325 280 RC 017 848

Appalachian State Univ., Boone, NC. Center for Appalachian Studies.; Highlander Research and Education Center, New Market, TN.

Land Ownership Patterns and Their Impacts on Appalachian Communities. A Survey of 80 Counties.

SPONS. AGENCY- Appalachian Regional Commission, Washington, D.C.
PUB DATE- Feb 81
NOTE- 358p.; Prepared by the Appalachian Land Ownership Task Force associated with the Appalachian Alliance.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agricultural Trends; Economic Development; *Economic Impact; Educational Finance; Housing; Land Acquisition; *Land Use; Mining; Natural Resources; *Ownership; Poverty; Public Policy; Rural Areas; *Rural Development; *Socioeconomic Influences; Tax Rates
IDENTIFIERS- *Appalachia; Land Reform; *Tax Equity

This study documents land ownership patterns in the Appalachian region and analyzes their impact on rural communities. Representing the most comprehensive such study to date, the project was initiated by Appalachian residents in 1978 to examine whether and how land ownership patterns, especially corporate and absentee ownership, underlie or contribute to policy issues the region faces. The study surveyed 80 counties in 6 states: Alabama; Kentucky; North Carolina; Tennessee; Virginia; and West Virginia. In general, the study found ownership of land and minerals in rural Appalachia to be highly concentrated among a few absentee and corporate owners, resulting in little land actually being available or accessible to local people. These ownership patterns are a key underlying element in explaining inadequate local tax revenues and services, lack of economic development, loss of agricultural lands, lack of sufficient housing, education, energy development, and land use in the region. A listing of chapter headings follows: (1) "Land Ownership: A National Issue, and an Appalachian Issue"; (2) "Who Owns the Land and Minerals? A Profile of Ownership Patterns in 80 Appalachian Counties"; (3) "Property Tax Patterns in Rural Appalachia"; (4) "Land Ownership and Economic Development"; (5) "Land Ownership and Agriculture"; (6) "Land Ownership and Housing"; (7) "Ownership, Energy, and the Land in Appalachia"; and (8) "Findings and Recommendations." The appendixes include the methodology of the land study, and a 38-page annotated bibliography. The document includes tables showing land and mineral ownership patterns in Appalachian counties, land-owner characteristics, property tax patterns, and land use patterns. (TES)

ED 325 308 SE 051 643

Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
Senior High Mathematics 20/23/24 Interim Teacher Resource Manual.
PUB DATE- 90
NOTE- 298p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Computation; Curriculum Design; Curriculum Development; Decision Making; Foreign Countries; High Schools; Inquiry; *Learning Strategies; *Mathematics Education; Problem Solving; *Resource Materials; *Secondary School Mathematics; State Curriculum Guides; Student Attitudes; *Teaching Methods; Technology; Thinking Skills
IDENTIFIERS- *Alberta

This Teacher Resource Manual (TRM) is designed to help teachers implement the Mathematics 20, 23, and 24 courses. The TRM is a support document that provides helpful information to classroom teachers. An overview of the Course of Studies for Mathematics 20/23 and 24 is provided at the beginning of each course section in the TRM. The overview includes the specific learner expectation, the attitudinal expectations and the problem-solving expectations for each course. In addition, the Mathematics 24 overview includes the specific numeration expectations. For each concept covered in every program the skills, process/problem-solving context with sample problems, elective suggestions, and resource correlation are included. Templates for a binomial grid and algebra tiles, support resources, samples of student evaluation ideas, ideas for combining writing and mathematics, guidelines for effective media integration, addresses for the Alberta Consumer and Corporate Affairs Offices, and a list of the Alberta mathematics consultants are appended. (KR)

ED 325 377 SE 051 713

Greenall Gough, Annette; Gough, Noel
Royal Australian Inst. of Architects, Manuka.
The Greenhouse Effect and Built Environment Education.
PUB DATE- 89
NOTE- 23p.; A product of the Built Environment Education Project.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Alternative Energy Sources; *Climate; Coal; *Environmental Education; Foreign Countries; Science Activities; *Science and Society; Science Education; *Science Materials; Secondary Education; Secondary School Science; Temperature; Thermal Environment
IDENTIFIERS- *Global Climate Change; *Greenhouse Effect

The greenhouse effect has always existed. Without the greenhouse effect, Earth could well have the oven-like environment of Venus or the deep-freeze environment of Mars. There is some debate about how much the Earth's surface temperature will rise given a certain amount of increase in the amount of greenhouse gases such as carbon dioxide, nitrous oxides, chlorofluorocarbons, methane, water vapor, and ozone. The activities in this document are designed to encourage students to explore the issue of the greenhouse effect and its future implications, envisage and assess various solutions, share ideas with other students and the community, and adopt appropriate actions to limit the greenhouse effect. The activities, which are suitable for photocopying, are designed for use by secondary students. Topics include: (1) "Background to the Greenhouse Effect"; (2) "Once Upon a Time"; (3) "Keeping Cool and Dry Inside"; (4) "Designing New Cities"; (5) Greenhouse Fun and Games"; (6) Changing Coastlines"; (7) Where Will the Tourists Go?"; (8) "Trees Can Help Us"; (9) "Running Hot and Cold on Coal"; (10) "Changing Things for the Better"; (11) "Living in a Greenhouse Culture"; and (12) "Beyond the Greenhouse Culture." A list of audiovisual and print reference materials is appended. (CW)

ED 325 411   SO 030 049

Texas Education Agency, Austin.
Art Education: Planning for Teaching and Learning.
PUB DATE- 88
NOTE- 162p.; Document contains color illustrations.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Education; *Curriculum Development; Educational Policy; Educational Resources; Educational Strategies; Elementary Secondary Education; Instructional Materials; State Boards of Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- *Texas

The guide details the goals, strategies, and resources needed to implement effective art programs in Texas. It is designed to help teachers, administrators, college and university faculty, and education service center personnel as they work together to make the visual arts a viable part of Texas public education. The guide's seven main sections include: Perspectives for Art Education; Content of the Texas Curriculum; An In-Depth Look at the Texas Art Program; Strategies for Teaching; Assessment: Providing Information for Improvement; Management: Collaborative Design; and Resources for Learning. Nine appendices provide selected references, elementary school scheduling samples, essential element charts, and the following lists: state-approved art courses; state-adoped art textbooks; basic art materials and tools; and basic art equipment. An annotated list of national reports on arts education is also included. Photographs of paintings, drawings, sculptures, and other art works, including those of Texas students, appear throughout the book. (DB)

ED 325 463 SP 032 697

McCorry, Frank
National Catholic Educational Association, Washington, DC. Dept. of Elementary Schools.
Preventing Substance Abuse: A Comprehensive Program for Catholic Educators.
PUB DATE- 90
NOTE- 116p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Alcohol Abuse; *Catholic Educators; *Catholic Schools; *Drug Education; Elementary Secondary Education; Intervention; Parent Role; Prevention; Program Development; Referral; *Substance Abuse; *Teacher Role

This book provides information for teachers about drugs and their effects on body and mind, and explains the role of teachers in effective drug education, prevention, and assistance programs. Suggestions on preventing drug abuse are also directed to the Catholic community and parents, along with a challenge to introduce programs on the local, regional, and national levels. The book is comprised of 10 chapters: (1) "Understanding the Problem"; (2) "Gateway Drugs: The Beginning of the Problem"; (3) "Cocaine, Crack, Designer Drugs"; (4) "Prevention and the 'Prevention, Intervention, Education, and Referral' (PIER) Program"; (5) "Education--The Foundation of PIER"; (6) "Prevention--Working with Students"; (7) "Intervention and Referral--Timely Help"; (8) "The Teacher as Healer"; (9) "PIER--How to Implement It"; and (10) "The Five Knows of Drug Abuse for Parents." (JD)

ED 325 266 RC 017 803

Hoem, Anton
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Financing, Organisation and Governance of Education for Special Populations. Series III. Studies of Selected Population Groups. Linguistic and Indigenous Minorities: The Sami (Lapp) Case in Norway.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Acculturation; Cultural Pluralism; Elementary Secondary Education; *Equal Education; Foreign Countries; Government School Relationship; *Indigenous Populations; Minority Groups; *Public Policy
IDENTIFIERS- Cultural Revitalization; *Lapps; *Norway

This report examines the condition of formal education among the Sami people (Lapps) in Norway. Part I discusses developmental phases in the formal education of indigenous minorities: (1) initial rejection of formal education imposed by the majority society; (2) gradual acceptance of formal education as the minority becomes acculturated and urbanized, sometimes accompanied by a rejection of native language and culture; and (3) revitalization of the traditional language and culture, a process often nurtured by the majority society within the school system. Part II discusses Sami schooling within this framework and describes bilingual education efforts, school financing and organization, specialization of teacher education for the Sami school, and school governance by Sami councils. Part III weighs questions of educational equity and the feasibility of cultural revitalization for a small cultural minority group, and suggests differences in the situation at the individual and societal levels. Part IV outlines a systematic framework for investigating these questions at the societal level and for determining economic, organizational, and administrative solutions. (SV)

ED 325 294 RC 017 875

Luther, Vicki; Wall, Milan
Heartland Center for Leadership Development, Lincoln, NE.
7 Secrets to Coping with Change in Small Towns.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Community Action; *Community Attitudes; Community Change; *Community Development; Community Planning; *Community Resources; Community Support; *Leadership; Rural Areas
IDENTIFIERS- Nebraska; Small Towns

This booklet is written from the perspective that small towns can survive in changing times with the right leadership. It is intended for use by educators involved with community development or by extension educators. The attitudes and behaviors of leaders are key factors that will help communities cope with change. No longer will a town survive simply because it is located next to a major highway or close to a larger city. The seven secrets are: (1) positive attitude that views change as a challenge to the community's abilities to innovate and to survive; (2) entrepreneurial spirit with which the community is willing to take risks and to work together in learning from failures and successes; (3) a "bias for action" by which people act to change their community, rather than waiting for others to tell them what to do; (4) focus on controllable factors, rather than worrying about forces outside of community control; (5) planning for development rather than "drifting toward an uncertain future"; (6) strategic outlook in searching opportunities where others see threats; and (7) vision for the future that helps community articulate what the community is to be like in 5, 10, or even 25 years. (ALL)

ED 325 326 SE 051 661

Bell, Carole O.; Schwartz, Martha M.
Rhode Island State Dept. of Education, Providence. Dept. of Environmental Management.

Oscar's Options: A Supplementary Environmental Education Curriculum. Books 1 and 2 (Combined).

PUB DATE- 86
NOTE- 281p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Conservation Education; Educational Objectives; Elementary School Science; *Environmental Education; *Hazardous Materials; Instructional Materials; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Land Use; Pollution; Recycling; Science Education; *Science Materials; Secondary School Science; Solid Wastes; Teaching Guides

This two-volume supplementary curriculum is designed for teachers of children grades 4-8. There are eight units overall: (1) national resources; (2) litter; (3) household hazardous wastes; (4) landfills; (5) recycling; (6) incineration; (7) compost; and (8) source reduction. Each unit contains a list of objectives for students, a suggested time frame for the unit, lesson plans for the lessons contained in the unit, a glossary, a unit test and a teacher's guide for each lesson. Lesson plans contain lists of materials, procedures, and suggestions for extension activities. In addition, each unit contains reproducible student worksheets, and overhead transparencies. Units vary from three to ten lessons in length. Lessons are interdisciplinary in nature and involve a number of different activities, and skills including surveys, writing projects, outdoor activities, mathematics skills, science skills, and many others. (CW)

ED 325 360 SE 051 696

Westbury, Ian; Travers, Kenneth
Illinois Univ., Urbana. Coll. of Education.
Second International Mathematics Study.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 315p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; *Comparative Education; Databases; Data Interpretation; Developing Nations; *Elementary School Mathematics; Elementary Secondary Education; Higher Education; International Cooperation; *International Studies; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Psychometrics; *Secondary School Mathematics; Sex Differences
IDENTIFIERS- International Assn Evaluation Educ Achievement; *Second International Mathematics Study

The papers collected in this volume are intended both to present a summary 'history' and description of the International Association for the Evaluation of Educational Achievement (IEA) Second International Mathematics Study (SIMS) and to illustrate a variety of approaches to the analysis of the data that emerged from SIMS. The papers are intended to encourage others to explore the SIMS database for both national and comparative studies on the teaching and learning of mathematics. Included are: (1) an overview of the IEA study; (2) a list and review of doctoral theses using SIMS data; (3) a summary report of content in college algebra; (4) a gender difference report; (5) a model of school effectiveness in a developing country; (6) a paper on psychometrics; (7) non-cognitive data; and (8) a report on state control of the curriculum. Appended are a technical report on college algebra and a list of the national and international reports on SIMS. (KR)

ED 325 537   UD 026 957

Slaughter, Diana T., Ed.; Johnson, Deborah J., Ed.
Visible Now: Blacks in Private Schools. Contributions in Afro-American and African Studies, Number 116.
PUB DATE- Dec 88
NOTE- 360p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Achievement; *Black Education; Blacks; *Catholic Schools; Educational Policy; Elementary Secondary Education; Parent Role; *Private Education; *Private Schools; Social History

A collection of papers that looks at all aspects of the educational experiences of black children in private and parochial schools and explores the implications of private schooling for educational policy and future research. The editors' introduction provides an overview of the educational situation of black children, focusing on the interface between the children, their families, and academic achievement in their schools. The papers are presented in five parts: (1) "Independent Schools with Black Children"; (2) "Catholic Schools and Black Children"; (3) "Independent Schools for Black Children"; (4) " Parental Perceptions and Goals: Independent and Parochial Schools"; and (5) "Educational Policy Issues: Blacks and Private Schools." The papers in each part are introduced by the editors and summarized and discussed by an authority in the field. The volume concludes with an epilogue, followed by a bibliographical essay, an index, and brief biographies of the 28 contributors. (DM)

ED 325 597 UD 027 748

California State Dept. of Education, Sacramento.
Strategies for Teachers of At-Risk Students.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *High Risk Students; *Inservice Teacher Education; Models; Program Descriptions; *Program Effectiveness; State Surveys
IDENTIFIERS- *California

A survey of California schools elicited 54 inservice teacher education programs to help teachers identify at-risk students and develop effective instructional strategies to meet their needs. Five programs were selected as models for statewide replication. Each model program met at least four of the following criteria: (1) a comprehensive, whole-school approach; (2) a challenging and engaging core curriculum; (3) successful at-risk strategies; (4) equity issues understood and applied as an integral part of the curriculum; (5) entire staff responsibility for employing effective strategies for at-risk students; (6) staff development for both new and continuing teachers; and (7) research-based strategies. The following programs are described: (1) Resources for Students at Risk (Irvine Unified School District); (2) New Teacher Support Project (Long Beach Unified School District); (3) Changing the Attitudes of At-Risk Students (Monterey Unified School District); (4) Principal's Academic and Behavior Review Board (Mission San Jose High School, Fremont); and (5) Improve the Instructional Program for At-Risk Youths (Walker Junior High School, Anaheim). Recommendations for dropout prevention programs are suggested. A list of 29 references and a letter to County Superintendents of Schools soliciting programs for review are appended. (FMW)

ED 325 612 UD 027 809

Stronge, James H.; Tenhouse, Cheri
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Educating Homeless Children: Issues and Answers. Fastback 313.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Access to Education; *Children; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; *Equal Education; High Risk Students; *Homeless People; Mainstreaming; *Special Needs Students; Transitional Programs
IDENTIFIERS- Stewart B McKinney Homeless Assistance Act 1987

This publication summarizes issues relating to the education of homeless children and youth and reviews programs that are effective in the delivery of educational services to this population. The report is comprised of five sections. The first section, "Introduction," surveys factors contributing to homelessness and indicates the special needs of young people who are homeless. The second section, "Problems in Educating Homeless Children and Youth," examines the following situations: (1) legal barriers, including residency requirements and guardianship requirements; (2) financial constraints, including family-related financial problems and school-related financial problems; (3) institutional impediments, including lack of records, placement in inappropriate programs, lack of coordination, and educational performance problems; and (4) social and psychological concerns, including stress, social acceptance, and self-esteem. The third section, "Federal Legislation for the Homeless," describes provisions of the Stewart B. McKinney Homeless Assistance Act for homeless education. The fourth section, "Programs that Work," describes transitional programs in Tacoma (Washington), Salt Lake City (Utah), and San Diego (California), and mainstreamed programs in Venice (California), and New York City. The fifth section, "Breaking the Cycle of Homelessness," restates the need for more innovative educational programs along with economic, domestic, and other changes. A list of 19 references is appended. (AF)

ED 325 309 SE 051 644

Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
STS Science Education: Unifying the Goals of Science Education.
PUB DATE- 90
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; Curriculum Development; Decision Making; Foreign Countries; Inquiry; Learning Strategies; *Problem Solving; Resource Materials; *Science and Society; *Science Curriculum; *Science Education; *Scientific Literacy; Scientific Methodology; Secondary Education; *Secondary School Science; Student Attitudes; Teaching Methods; *Technology; Thinking Skills
IDENTIFIERS- *Alberta

This monograph provides a comprehensive description of the science, technology, and society (STS) movement in science education. The STS approach strives to broaden the scope of science education by integrating into the science program accurate presentations of the nature of science, the nature of technology, and the interactions of science and technology with each other and with society. The STS approach is intended to serve the needs of students who will continue to study and work in the sciences, as well as the total population of students who will be the citizens of the 21st century. Chapter titles include the following: (1) "Advantages of the STS Concept"; (2) "Kinds of STS Courses"; (3) "Curriculum Emphases"; (4) "Science Curriculum Emphasis"; (5) "Technology Curriculum Emphasis"; and (6) "Society Curriculum Emphasis." An annotated bibliography which includes categories on STS organizations, periodicals, conferences, free publications, and STS videos and films is included. (KR)

ED 325 344 SE 051 680

Arkansas State Dept. of Education, Little Rock.
Item Specifications, Mathematics Grade 6. Blue Prints for Testing
Minimum Performance Test.
PUB DATE- 88
NOTE- 39p.; For related documents, see SE 051 679-681.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(For Administrative and Support Staff, and for Teachers, Parents,
Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Arithmetic; *Educational Objectives; *Elementary
School Mathematics; Geometry; Grade 6; Intermediate Grades;
Mathematics Education; *Mathematics Skills; *Mathematics Tests;
Measurement; Middle Schools; Number Concepts; Statistics; *Test
Items; Whole Numbers
IDENTIFIERS- *Arkansas Minimum Performance Test

These item specifications were developed as a part of the Arkansas "Minimum Performance Testing Program" (MPT). There is one item specification for each instructional objective included in the MPT. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each item contains: (1) an objective identification number; (2) grade level; (3) subject area; (4) goal identification; (5) skill description; (6) stimulus attributes; (7) response attributes; and (8) sample items. It is suggested that teachers may use these specifications in a variety of ways. Teachers may use them as a guide in the development of evaluation instruments to check student performance, inform parents about what their child will face on the MPT, and familiarize their students with the MPT. Covered in this guide are items which test whole number numeration, whole number operations, rational numbers, measurement, and geometry. (CW)

ED 325 396 SE 051 736

Hawver, Deborah A.

Improving Mathematical Problem Solving Skills of Fifth and Seventh Grade Students through a Structured Problem Solving Program.

PUB DATE- 90
NOTE- 145p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Calculators; Cognitive Development; Cooperative Learning; *Elementary School Mathematics; Grade 5; Grade 7; Intermediate Grades; Junior High Schools; *Learning Strategies; Logical Thinking; Mathematical Concepts; Mathematics Education; *Middle Schools; Pretests Posttests; *Problem Solving; Student Attitudes; Surveys; *Teaching Methods; *Word Problems (Mathematics)

This practicum addresses the need to organize a structured problem solving program for fifth and seventh grade students. The improvement of the students' problem solving skills and the enhancement of students' attitudes toward problem solving in mathematics were the main goals. The program implemented consisted of a structured problem solving regimen involving students in a variety of guided activities, as well as independent and cooperative group learning. Students were exposed to various strategy techniques and offered opportunities for application of the different strategies. The use of calculators was emphasized. Included in this study are: (1) "Introduction"; (2) "Study of the Problem"; (3) "Anticipated Outcomes and Evaluation Instruments"; (4) "Solution Strategy"; and (5) "Results, Conclusions and Recommendation". Appended are a copy of the attitude survey related to problem solving, parental support letter, attendance certificate, and the results of the pretest attitude survey. (KR)

ED 325 412 SO 030 050

Thorton, Stephen J.; McCourt-Lewis, Anne A.
Perspectives on Teaching and Learning History, or "They Could Have Thrown Teapots For All I Care."
PUB DATE- 90
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Curriculum Development; Curriculum Evaluation; Educational Research; Elementary Secondary Education; *History Instruction; History Textbooks; *Learning Processes; *Revolutionary War (United States); Social Studies; Student Attitudes; Teacher Attitudes; United States History

Despite a long-standing commitment to citizenship education throughout the United States, relatively few researchers have examined what civic learnings are acquired from particular topics in the curriculum such as the Revolutionary era. Researchers have largely neglected the substance of classroom life, the specific curricular context and subject matter being studied. This paper presents the results of a study that explored the relationships between civic learning and learning about the Revolutionary era. Specifically, the study considered the reactions to an elementary-level textbook chapter on the deterioration of Anglo-American relations prior to the Revolution by: a professor of history, a professor of social studies education, an elementary school teacher, a junior high social studies teacher, and two bright sixth graders. Four major topics relevant to civic education emerged for the readers' responses: (1) political values, (2) the lessons of history, (3) fair-mindedness and balance, and (4) learning history. The topics are examined in detail and the following recommendations are made: strategies such as class discussions should be more frequently employed than recitation; researchers need to examine much more closely what children now learn, and take these perspectives into account when they make suggestions for improvements in curriculum design and for more effective teaching practices; and more attention should be paid to civic learning in particular topics in the curriculum. A 38-item reference list is included, as are appendices containing the protocol for study of the text and a list of the major topics and ideas emerging from the study with related tables. (DB)

ED 325 446 SP 032 662

Bird, Tom
A Pragmatic Study of Schoolteaching.
PUB DATE- Apr 90
NOTE- 52p.; Paper presented at the Annual Meeting of the American
Based on Ph.D. Dissertation, Stanford University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; *Classroom Environment; *Classroom Techniques; *Instructional Design; Pragmatics; *Research Methodology; *Research Problems; Science Instruction; Secondary Education; Teacher Responsibility; Teacher Student Relationship; *Theory Practice Relationship

A study was undertaken to derive, demonstrate, and appraise a form for pragmatic studies of schoolteaching--a form defined as eclectic deliberation on a practical problem in schoolteaching. The exploration of the pragmatic form addressed the problem of beginning the year in the introductory biology courses of a high school. The analysis framed the schoolteacher's task as a fourfold problem involving: (1) the teacher's responsibility; (2) the subject matter regarded as a set of valuables to be placed in reach of students; (3) the students regarded as experienced actors in the class; and (4) the class regarded as an organization with properties of its own. Within that framework, eight arguments from educational theory and research were employed to interpret the teaching problem. The analysis was completed with a deliberation, conducted in terms of the assembled arguments, on the relative merits of two procedures for starting the year. This paper, which describes the study, draws on precedents for considering educational design as a form of educational inquiry, outlines the analysis of the problem of beginning the year in introductory biology, and concludes with an appraisal of the form of inquiry. A list of 68 references is included. (Author/JD)

ED 325 464 SP 032 701

Cook, Paul F.; And Others

The Effect of Structured Training vs Less Formal Journal Writing on Quality of Thinking, Classroom Teaching Performance, and Attitudes toward Reflective Teaching during Preservice Teacher Training.

PUB DATE- Oct 89
NOTE- 10p.; Paper presented at the Annual Conference of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Evaluative Thinking; Higher Education; *Instructional Effectiveness; Journal Writing; Personal Narratives; Preservice Teacher Education; *Skill Development; Student Attitudes; Student Teachers; *Training Methods
IDENTIFIERS- *Reflective Teaching

This study investigated whether training in reflection improves the quality of beginning preservice teachers' pedagogical thinking. The most problematic element for the reflecting student is becoming aware of essential aspects and evaluating action. The study compared the effects of two types of reflective training on two groups of students. One group (N=30) was taught to engage in structured, systematic thinking about reflection; the other group (N=29) engaged in unstructured journal writing as a means of encouraging reflection. The effects of the training were assessed by measuring the quality of pedagogical thinking. The Taxonomy of Teacher Reflective Thinking Rating Scale (TTRT) and the Description, Interpretation, Evaluation, Planning Rating Scale (DIEP) were used as pre- and posttest instruments. Before training, all students were given the TTRT as a pretest. Both groups received six 1-hour training sessions approximately 1 week apart. One group wrote DIEP reflections and the other wrote daily journal reflections. At the end of 14 weeks, the Reflection Attitude was administered, as well as the TTRT, as a delayed posttest. Results did not indicate that the treatment alone caused student gains from the pretest to the posttest. The amount of structure in reflective training did not appear to be a significant cause in changing pedagogical thinking. (JD)

ED 325 480 TM 015 657

Berry, Donald A.
A Bayesian Approach to Multicenter Trials and Metaanalysis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Drug Use; Mathematical Models; *Meta Analysis; Pharmacology; *Probability; *Research Methodology
IDENTIFIERS- *Clinical Trials; *Multicenter Trials

The use of a Bayesian approach in evaluating data from clinical trials with many treatment centers and from many studies is discussed. The main distinction between a metaanalysis and an analysis of a multicenter trial is that different studies may have very different designs, while the centers in a multicenter trial usually follow the same protocol. In particular, different studies in a metaanalysis may involve different treatment comparisons, while centers within the same trial usually consider the same treatments. The Bayesian statistical approach focuses on the probability distribution of any unknowns given the available information. An advantage of Bayesian methods is that they allow the use of all available information. In the case of a multicenter clinical trial of the effects of a particular drug, Bayesian methods require assessment of the information available before the trial as a probability distribution. A comparison of the Bayesian and frequentist approaches indicates that Bayesian methods have greater flexibility. Results from nine studies of an antidepressant drug illustrate the Bayesian hierarchical approach. Bayesian updating for multiple treatment studies is the same as for a single treatment. Three tables present study data and 15 figures illustrate the analysis. (SLD)

ED 325 495 TM 015 715

Segal, Susan
Developing a Test that Would Give Better Predictive Validity for Native Spanish-Speaking Students Who Are Awarded Credit by Examination.
PUB DATE- Dec 88
NOTE- 113p.; M.S. Practicum, Nova University. Some pages contain very small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) l
DESCRIPTORS- *Equivalency Tests; High School Equivalency Programs; High Schools; High School Students; Hispanic Americans; Language Teachers; *Language Tests; *Native Speakers; *Predictive Validity; School Districts; *Spanish; Spanish Speaking; Surveys; *Test Construction; Test Validity
IDENTIFIERS- *National Spanish Examination; Placement Tests

Deficiencies in the format, content, and predictive validity of a high school credit-by-examination test in Spanish I were addressed in a study of the proposed adoption of the Level-1 1988 National Spanish Examination (NSE) and a 20-item supplement written by S. Segal that required students to write one-word answers. The NSE, sponsored by the American Association of Teachers of Spanish and Portuguese, had been previously rated valid and reliable in a study involving 69,214 students. In the supplement, which was designed to address the specific goals of the school district, each examinee was asked to complete sentences with the appropriate present tense verb form of the Spanish infinitive provided. Interviews with 22 school district Spanish teachers contributed to the development of guidelines for use of the NSE and supplement. Six administrators then reviewed the guidelines. Twenty of the 22 Spanish teachers subsequently indicated that the NSE and supplement fully tested the performance objectives in the district's Spanish curriculum. All of the teachers supported adoption of the test and its supplement. Twelve appendices contain the credit-by-examination survey; the school district's Spanish I, French I, and German I tests; the ethnic distribution of Hispanics in junior and senior high schools; the Level 1 1988 NSE; the 1988 NSE survey; the 1988 NSE statistical report; the performance objectives of the Spanish I course syllabus and an item-by-item analysis of the Level 1 1988 NSE; the supplement to the NSE; the evaluation interview for the NSE and supplement; and guidelines for pilot testing a new credit-by-examination test for Spanish I. (SLD)

ED 325 509 TM 015 747

Thompson, Bruce; Melancon, Janet G.

Bootstrap versus Statistical Effect Size Corrections: A Comparison with Data from the Finding Embedded Figures Test.

PUB DATE- 1 Nov 90
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Testing; *Correlation; *Effect Size; Error of Measurement; Estimation (Mathematics); Higher Education; Meta Analysis; Research Methodology; *Sampling; *Statistical Analysis; *Test Interpretation; Undergraduate Students
IDENTIFIERS- *Bootstrap Methods; *Finding Embedded Figures Test; Group Embedded Figures Test

Effect sizes have been increasingly emphasized in research as more researchers have recognized that: (1) all parametric analyses (t-tests, analyses of variance, etc.) are correlational; (2) effect sizes have played an important role in meta-analytic work; and (3) statistical significance testing is limited in its capacity to inform scientific inquiry. However, effect sizes tend to be biased by sampling and measurement error. The performance of the statistical corrections for sampling error bias of R. J. Wherry and P. A. Herzberg is illustrated and reviewed. The corrections are compared with empirical estimates of sampling error derived using "bootstrap" methods. A data set involving the responses of 31 college undergraduates (18 females and 13 males) on the Finding Embedded Figures Test (FEFT) and the Group Embedded Figures Test, is used for illusrative purposes to make the discussion concrete. It is suggested that bootstrap methods provide important insights for the researcher and are readily accessible to researchers due to the availability of user-friendly computer programs that automate the procedure (i.e., programs designed for use on microcomputers). Seven tables illustrate the example. An appendix provides an item analysis for heuristic FEFT data. A list of 65 references is included. (Author/SLD)

ED 325 553 UD 027 584

Africa Leadership Forum.
Culture and Development. Farm House Dialogue (8th, Ota, Nigeria, February 2-4, 1990).
SPONS. AGENCY- Africa Leadership Foundation.
PUB DATE- 90
NOTE- 33p.; For other Farm House Dialogues, see UD 027 577-583.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- African Culture; *Cultural Awareness; *Cultural Influences; Cultural Traits; Developing Nations; *Developmental Programs; *Folk Culture; Foreign Countries; Group Unity; *Social Values; *Subcultures; Workshops
IDENTIFIERS- *Nigeria

This document summarizes discussions at an invitational workshop on the role of culture in development in Nigeria. The discussion centered on encouraging those elements of traditional African culture that contribute to the national development and on identifying a national Nigerian culture. The following broad topics were discussed: (1) the multiple subcultures that contribute to the national Nigerian culture; (2) the common subcultural characteristics that comprise the national identity; (3) the effects of culture on national development and the role of government in encouraging those cultural characteristics that promote development; (4) the need for public institutions to embody the social values of hospitality, politeness, warmth, and courtesy; (5) the need to accurately represent the national culture in textbooks and the mass media; and (6) the need to assume an international leadership role in the articulation and promotion of African culture. A list of participants, the text of the two introductory addresses, and a description of the Africa Leadership Forum are appended. (FMW)

ED 325 567 UD 027 700

Frey, William H.
Population Reference Bureau, Inc., Washington, D.C.
Metropolitan America: Beyond the Transition.

PUB DATE- Jul 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Baby Boomers; *Demography; *Metropolitan Areas; Minority Groups; Older Adults; Population Education; *Population Trends; *Rural to Urban Migration; Urban Areas; *Urban to Rural Migration
IDENTIFIERS- *Standard Metropolitan Statistical Areas

For most of this century Americans have gravitated toward cities. During the 1970s, however, nonmetropolitan areas grew at the expense of many large industrial centers, especially those in the Northeast and Midwest. This "rural renaissance" resulted from a combination of forces, including a growing demand for retirement and recreation spots, the entry of baby boomers into the labor force, and the economic situation at home and abroad. This settlement pattern was reversed in the 1980s. The heavy immigration of Asians and Hispanics in the 1980s has increased the proportion of these groups, particularly in metropolitan areas of the South and West. Another present day trend is the movement of Blacks to the suburbs. This publication includes definitions, tables, maps, rankings, a list of suggested readings, and eight discussion points for classroom use. (DM)

ED 325 583 UD 027 728

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Beyond Remediation: School-Based Strategies for Reducing Educational Risk. Research Brief #3.

PUB DATE- Jun 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Compensatory Education; *Culture Conflict; Educational Research; Elementary Secondary Education; *Family School Relationship; *High Risk Students; *Instructional Effectiveness; Literature Reviews; Minority Groups; Parent Participation; *School Based Management; Urban Schools
IDENTIFIERS- *New York Board of Education

At-risk students in New York City schools display one or more of a broad range of characteristics associated with a high probability of academic failure. School Based Management/Shared Decision-Making (SBM/SDM) gives school professionals and parents the ability to choose among available strategies for reducing risk by implementing those strategies that most closely target their students' needs. Poor and minority students are at the greatest risk of failure because of a gap between home and school. This gap is the result of differences in the expectations parents and teachers have of students, and between the social and language skills required of students at home and at school. When schools represent an alien culture to students and fail to represent parental interests, students disengage from the school culture and the socioeconomic universe it represents. The following traditional compensatory education approaches are not effective in educating at-risk students: (1) retention; (2) pullout programs; and (3) in-class aides. The following strategies are more promising: (1) reducing class size; (2) early intervention; (3) cohesive social unit; (4) comprehensive effort; (5) intensive intervention; (6) bilingual instructional services; (7) culturally sensitive programs; (8) built-in flexibility; (9) active teaching; (10) engaged learning; (11) cooperative learning; and (12) community involvement. A list of 44 references and a list of three resources for educators are appended. (FMW)

ED 325 378 SE 051 714

Bettencourt, Antonio
Scientific Literacy: Buzzword, Bus-Word, or Problem?
PUB DATE- 7 Oct 89
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; *Educational Objectives; *Educational Trends; *Elementary School Science; Elementary Secondary Education; Higher Education; Science and Society; Science Education; *Scientific Literacy; *Secondary School Science

Scientific literacy seems to be one of those recurring preoccupations in the scene of science education in the United States. As usual, the science education community is not unanimous about there being a crisis. There is either a healthy pluralism and ongoing discussion or a complete lack of orientation in science education on this topic. Discussed in this paper are: (1) "Two Different Conceptions of Scientific Literacy"; (2) "Scientific Literacy as a Goal for Science Education"; (3) "Evaluating Scientific Literacy"; and (4) "Literacy and Scientific Literacy." A list of 25 references is appended. (CW)

ED 325 429 SO 030 209

Cheek, Dennis W., Ed.
National Association for Science, Technology, and Society, University Park, PA.
Technological Literacy V: Proceedings of the National Technological Literacy Conference. (5th Arlington, Virginia, February 2-4, 1990).
PUB DATE- 90
NOTE- 320p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Minority Groups; Research; *Science and Society; Science Education; Technological Literacy

Forty-four papers by 65 authors from the proceedings of a conference concerning issues in the emerging field of science, technology, and society education are included in this document. The papers are organized into three groupings: philosophical and research issues, underrepresented minorities in science and technology, and education from kindergarten through post-secondary and beyond. These groupings reflect the five themes of these recent conferences: education and information; technology, industry, and work; environment; health and bio-medicine; and moral, ethical, and philosophical perspectives. (DB)

ED 325 523 TM 015 781

Tittle, Carol Kehr
Technology and Accountability: Does More Equal Better? Should Accountability Programs Be Accountable?
PUB DATE- 1 Nov 90
NOTE- 12p.; Revised version of a paper presented at the Annual Urban Education Technology Forum Conference of the Council of the Great City Schools (5th, New York, NY, October 17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Assessment; Educational Change; Educational Improvement; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Higher Education; Measurement Techniques; Program Evaluation; Research Universities; *School Effectiveness; Standardized Tests
IDENTIFIERS- National Assessment of Educational Progress

The role of technology and the measurement of educational progress are discussed, with an emphasis on the development of school report cards. Comments are made from the perspectives of (1) a member of a university community and (2) a researcher in evaluation and measurement. Efforts to formulate school report cards in Florida, California, and elsewhere make it apparent that universities can look forward to extensions of recordkeeping and reporting for accountability purposes. An evaluation perspective leads to two concerns: (1) the view of the organizational change or school improvement that is assumed by the school report card; and (2) the need for reflection on and evaluation of the school report card programs. Standardized tests have constituted a key element in school report cards. The National Assessment of Educational Progress is an example of the direction that testing should take. Developing assessments that are meaningful to teachers and learners will require long-term cooperative efforts of teachers and specialists. It is concluded that more information does not necessarily mean better schools or postsecondary education. Technology does not determine the choices for what a school or postsecondary report card contains or the system/legislation that fosters the report card. The challenge is to study the meaning and use that is derived from accountability measures; develop alternative or multiple assessments, and change from thinking that a single accountability system or any accountability system can meet the goal of accountability and the goal of school improvement. (SLD)

ED 325 281 RC 017 849

Podgursky, Michael
Economic Policy Inst., Washington, DC.
Job Displacement and the Rural Worker.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dislocated Workers; *Economic Impact; *Employment Patterns; Employment Statistics; Federal Government; Job Layoff; Labor Economics; Labor Market; Public Policy; *Rural Areas; *Rural Urban Differences; *Structural Unemployment; Unemployment
IDENTIFIERS- Bureau Of Labor Statistics

High rates of unemployment in rural areas poses questions as what education can do with the problem. This report examines the effects of rural American economies as they grow away from agriculture and toward dependence on manufacturing and service industries. Using data from the federal Bureau of Labor Statistics' Displaced Worker Survey, the study examines the extent of permanent job losses in rural areas compared with large urban areas. It identifies rural workers who were displaced from jobs due to plant shutdowns or other permanent layoffs, showing that such layoffs have been proportionately higher in rural labor markets than in urban counterparts. The report describes economic losses caused by job displacement, particularly the long periods of joblessness and displacement caused by shifts toward lower-paying jobs in rural areas. Judged by medians, rural displaced workers experienced jobless periods nearly two-thirds longer than urban workers. They were also 50% more likely to experience severe loss of earnings following displacement. The loss of group health insurance is another significant problem for displaced rural workers. Only 65% of rural workers obtained new health insurance coverage, as compared with 74% of urban workers. While annual wages in urban areas have grown as fast as inflation, rural workers have seen the purchasing power of their annual wages decrease by 7% in recent years. The report concludes that any policy response must be directed toward renewed earnings growth for rural employment. (TES)

ED 325 295 RC 017 880

Broome, Benjamin J.; Cromer, Irene L.

Strategic Planning for Indian Tribal Self-Sufficiency: A Culturally Appropriate Model for Consensus Building

PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indians; Change Strategies; *Community Cooperation; Community Programs; Conflict Resolution; Cultural Context; Models; Nominal Group Technique; *Problem Solving; Sociocultural Patterns; *Tribal Sovereignty
IDENTIFIERS- Consensus Models; Interpretive Structural Modeling; *Strategic Planning; Tribal Councils; *Winnebago (Tribe)

As a model for long-range planning and problem-solving, the Winnebago Tribe of Nebraska is responsive to the needs of the tribal community as well as to Indian traditional values. The tribe has grown from a $6,000 budget in 1965 to todays' multimillion dollar enterprise. In 1980 the Tribe implemented a plan for socioeconomic self-sufficiency to improve the living conditions, health, and education of tribal members. Eighteen participants, including members of the Winnebago Tribal Council, tribal administrative staff, and community dissidents, were involved in a 2-day planning session. Two consensus methodologies were used to identify, clarify, and structure the anticipated problems relevant to implementing a self-sufficiency plan. The Nominal Group Technique (NGT) was used to guide the participants through the identification and clarification of the barriers to implementation. Interpretive Structural Modeling (ISM) was used to assist the participants in organizing the problems in a priority structure. A third consensus methodology, idea writing, was used to help teams focus on a particular set of problems identified in the priority structure and to generate options for alleviating the problems. One figure and one table of problems and priority structures are included; 19 reference are attached. (GGH)

ED 325 327 SE 051 663

Dai, Meme F.; Capie, William

Misconceptions about the Moon Held by Preservice Teachers in Taiwan.

PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Astronomy; *College Science; *Cultural Influences; Earth Science; Elementary Education; Higher Education; Methods Courses; *Misconceptions; *Preservice Teacher Education; Religious Factors; Science Education; Sex; Teacher Background; Teacher Education; *Teacher Education Curriculum; Tests
IDENTIFIERS- *Taiwan

The objective of this study was to assess the misconceptions held by preservice teachers about essential concepts of the moon related to information taught in elementary schools in Taiwan and to develop multiple-choice test items to identify the misconceptions about the moon. Additionally, this study considered relationships of gender, religion, and science major to misconceptions about the moon. The lack of preparation preservice teachers receive in astronomy is identified and ways of enhancing the earth science teacher training curriculum are suggested. Instrument development, identification of misconceptions, results, effective instructional models, and teaching strategies are discussed. (KR)

ED 325 361 SE 051 697

Advanced Technology, Inc., Indianapolis, IN.
Advanced Skills for Chapter 1 Mathematics: Estimation. Workshop Leader's Guide.
PUB DATE- 89
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Elementary School Mathematics; *Estimation (Mathematics); Improvement Programs; *Inservice Teacher Education; *Mathematical Concepts; Mathematics Education; Mathematics Skills; Mathematics Teachers; *Workshops

This Workshop Leader's Guide contains step-by-step procedures for preparing, organizing, and presenting 1-hour and 3-hour workshops on estimation in mathematics. It was designed to assist Technical Assistance Center staff members and other inservice providers in conducting successful workshops on estimation in mathematics for administrators, teachers, instructional assistants, and other associated with Chapter 1 mathematics programs. Included are an advance planner and a checklist of needed materials and equipment, the workshop outline, a review of literature on the topic, resource articles and support materials, and participant handouts and transparency masters. The bibliography contains 75 references. (KR)

ED 325 538 UD 027 308

Bounkeo, Silay; And Others
Folsom Cordova Unified School District, Folsom, CA. Southeast Asia Community Resource Center.
Handbook for Teaching Lao-Speaking Students.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- 89
NOTE- 187p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Americans; *Bilingual Education Programs; Cross Cultural Training; English (Second Language); *Lao; *Laotians; Limited English Speaking; *Native Language Instruction; Refugees

The primary focus of this book is the Lao, the principal ethnic group of Laos, who form about one-half of the population of that country. Chapter 1 of the book outlines the recent history of Laos and the Laotians. Chapter 2 describes education in Laos up to 1975, schooling in Thai refugee camps, and problems encountered by Lao refugees in American schools. Chapter 3 provides an introduction to the Lao language, as well as information on other languages spoken in Laos. Chapter 4, "Recommended Instructional and Curricular Strategies for Teaching Lao-Speaking Students," details the benefits of fostering and maintaining native language literacy among the Lao and discusses bilingual teaching methods. A bibliography contains references, suggestions for further reading, and lists of bilingual and Lao language materials (including videos). The appendixes list sources of educational materials and information, periodicals, Laotian community organizations, Lao character equivalents in four transliteration systems (excluding those of Russell Marcus and the Library of Congress), holidays, and special events celebrated in the Lao community. A glossary is also included. (DM)

ED 325 613 UD 027 810

Advanced Technology, Inc., Indianapolis, IN.
Identifying Schools for Program Improvement and Conducting a Local Annual Review.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 19p.; Materials presented at the United States Department of Education Chapter 1 Program Improvement Meetings--Regional Meeting (Detroit, MI, February 12-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Annual Reports; Basic Skills; Compensatory Education; Elementary Secondary Education; *Federal Programs; *Measurement Objectives; *Measurement Techniques; Outcomes of Education; Preschool Education; *Program Evaluation; *Program Improvement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This document comprises information and various forms that can be used by schools to conduct an annual local review of their Education Consolidation and Improvement Act Chapter 1 School Program and identify programs needing improvement. The following materials are included: (1) a summary of requirements for a local annual review; (2) an outline of school-level information to be included in an annual review; (3) a description of the annual review process; (4) a form for reporting pre- and posttest scores (aggregate performance for grades 2 and higher); (5) a form for reporting supporting information about aggregate performance; (6) a form for reporting the review of desired outcomes; (7) a form for reporting supporting information on desired outcomes, grade by grade; (8) a form for identifying students who have not shown substantial progress toward meeting desired outcomes, or whose performance shows no improvement or a decline; (9) a description of the use of the mean NCE gain as a measure of aggregate performance; (10) an example of calculation of aggregate mean and median NCE scores; (11) three graphs demonstrating little difference between mean and median, the effect of positive outlier, and the effect of negative outlier; and (12) an explanation of central tendency and variability as they apply to aggregate performance measures. (FMW)

ED 325 267 RC 017 810

Alaska Univ., Fairbanks. Coll. of Human and Rural Development.
Teaching in Rural Alaska: Journal of Applied Ambiguity. Volume 4. A Forum for Teachers in Rural Alaska Associated with the Cross-Cultural Orientation Program.
PUB DATE- 86
NOTE- 71p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Alaska Natives; Cross Cultural Training; Elementary Secondary Education; *Multicultural Education; *Rural Education; Rural Schools; *School Community Relationship; *Teaching Experience
IDENTIFIERS- *Alaska

As a component of the University of Alaska's Cross-Cultural Orientation Program (X-COP), this journal provides a forum for rural Alaska teachers to share experiences and ideas. Articles in this issue discuss: (1) a highly rated school in Manokotak--a Yup'ik Eskimo community that is intergrating schooling into its contemporary Yup'ik culture; (2) songs as beginning reading materials to aid oral language development and bilingual education; (3) definitions and characteristics of "culture"; (4) advantages of traditional village life in Newtok, Alaska; (5) changing beginning reading instruction by reducing skill practice and Socratic questioning exercises and increasing teacher modeling of reading and direct student involvement in the reading lesson; and (6) a second-year rural teacher's advice on teacher-community relationships, laughter as a cross-cultural link, use of local social and learning patterns in the classroom, use of local teacher aides, and computers to assist individualized instruction. This issue also contains poems, anecdotes, descriptions of teaching experiences, a description of a memorial potlatch, an essay on expanding cognizance of our own behaviors--particularly teaching behaviors and methods--by learning from other species, and addresses of X-COP participants and other rural teachers. (SV)

ED 325 310 SE 051 645

Mei, Dolores M.; And Others

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Chapter 1 Math Skills Program, Student Outcome Data 1988-89 End-of-Year Report. Evaluation Section Report.

PUB DATE- May 90

NOTE- 210p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Course Evaluation; *Educational Assessment; High Schools; Mathematics Education; *Mathematics Skills; Pretests Posttests; Program Effectiveness; Program Validation; *Remedial Instruction; *Remedial Mathematics; Remedial Programs; Review (Reexamination); *Secondary School Mathematics; Teaching Methods

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This report details the overall results of Chapter 1 programs, results by superintendency for 1988-89, and school-by-school summary statistics in math and attendance. The Chapter 1 funded Math Skills Program provides remediation in mathematics to eligible high school students. Students enrolled in the Math Skills program may receive a full year of instruction or a single term depending on the extent of their skills deficiency and the performance results are reported separately. Two instructional approaches were used to teach remedial mathematics. The primary goal of the Math Skills program is that 70 percent of the students receiving remediation in math evidence improvement in their math test scores from the pretest to the posttest. The results reported show that the program objective was exceeded for half-year students, but not met by full-year students. (KR)

ED 325 345 SE 051 681

Arkansas State Dept. of Education, Little Rock.
Item Specifications, Mathematics Grade 8. Blue Prints for Testing Minimum Performance Test.

PUB DATE- 88
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Arithmetic; *Educational Objectives; Geometry; Grade 8; Integers; Junior High Schools; Mathematics Education; *Mathematics Skills; *Mathematics Tests; Measurement; Middle Schools; Number Concepts; *Secondary School Mathematics; Statistics; *Test Items; Whole Numbers
IDENTIFIERS- *Arkansas Minimum Performance Test

These item specifications were developed as a part of the Arkansas "Minimum Performance Testing Program" (MPT). There is one item specification for each instructional objective included in the MPT. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each item contains: (1) an objective identification number; (2) grade level; (3) subject area; (4) goal identification; (5) skill description; (6) stimulus attributes; (7) response attributes; and (8) sample items. It is suggested that teachers may use these specifications in a variety of ways. Teachers may use them as a guide in the development of evaluation instruments to check student performance, inform parents about what their child will face on the MPT, and familiarize their students with the MPT. Covered in this guide are items which test numeration, whole numbers, rational numbers, measurement, geometry, probability and statistics, and integers. (CW)

ED 325 379 SE 051 715

New York State School Boards Association, Albany.
School Boards & Curriculum. Special Focus on Science and Mathematics.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Boards of Education; *Curriculum Development; *Educational Trends; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; Needs Assessment; *Policy Formation; *Science Curriculum; Science Education; State Departments of Education; Teacher Education

Curriculum touches all members of a school's community. It is not surprising that something of great importance is influenced by many groups. At this crutial time, school boards should define their role in curriculum and encourage positive change based on sound decisions regarding what knowledge, skills, competencies, attitudes, and values students will need in order to become responsible citizens, productive workers, and effective parents in the world. This paper is divided into several sections. The introductory section addresses such basic problems as defining curriculum and establishing its priorities. The next section deals with the roles of the school board and others at the local level, as well as the role of the State Education Department. Science and mathematics are used as the context for the discussion of several issues. In the final section, teacher preparedness is addressed. The question of national curriculum standards is raised, as are issues related to the achievement of female and minority students in the sciences. The appendix contains policy samples, and the glossary defines terms used throughout this paper. (CW)

ED 325 430 SO 030 220

Chilcoat, George W.

Street Theatre: Drama as Method for Studying Contemporary American History.

PUB DATE- Nov 89

NOTE- 20p.; Paper presented at the Annual Meeting of the National Council for Social Studies, (St. Louis, MO, November 12, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Creative Teaching; Creative Writing; Creativity; Curriculum Enrichment; *Drama; *Educational Strategies; *History Instruction; Instructional Materials; *Modern History; Secondary Education; Social Studies; *United States History

IDENTIFIERS- *Parks (Rosa)

Strategies and techniques for teaching history and stimulating secondary school students' awareness of and interest in the past is the focus of this document. Using drama as a tool enhances learning and maintains interest and attention by designing and acting out appropriate settings, historical circumstances, dramatic action, and historical characters. Drama is an imaginative way to involve students in exploring an historical experience and attaining and using research and inquiry skills. General procedures are included for: introducting the activity; setting due dates and length of time for the activity; grouping students; choosing a topic; discussing expected assignments; explaining how to collect data; and reviewing guidelines for designing each play. A guide is presented for the development of a Reader's Theatre that outlines characterization, plot development, and dialogue. A complete description of a classroom project, "Rosa Parks's Experiences in Montgomery, Alabama," is included as well as step-by-step guidelines for the "Living Newspaper Theatre Guidelines." (NL)

ED 325 447 SP 032 664

Tochon, Francois V.
Towards a Pragmatic Grammar of Teachers' Epistemic Networks.
PUB DATE- 9 Mar 90
NOTE- 41p.; Paper presented at the University of Manitoba Colloquium Series (Saint-Boniface, Manitoba, Canada, March 9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Discourse Analysis; *Epistemology; Foreign Countries; *Instructional Design; *Instructional Improvement; *Language Processing; Linguistic Theory; *Metacognition; Metaphors; *Pragmatics; Secondary Education; Semantics; Teaching Skills

Possibilities of conceptual and pragmatic analysis exist for identifying epistemological processing in teacher thinking. These modes of organizing thought condition classroom planning, shape meaning from a virtual didactic knowledge-store, and scaffold further pedagogical interactions. The semio-cognitive grammar proposed is adapted to the analysis of teachers' verbalizations. The purpose of this metasemantic and pragmatic grammar is to analyze the procedures of didactic embedding. This grammar can prove to be useful in the analysis of didactic transposition in other subject matters. This model might lead to pedagogical applications and help bring about some understanding of expert ways of didactic improvising in a pedagogical context thus inducing a new metacognitive and pragmatic instructional design. Includes a list of 51 references. (JD)

ED 325 481 TM 015 658

Davis, Nancy B.
A Comparative Study of Two Pre-School Assessments and Their Relationships to School Achievement.
PUB DATE- 89
NOTE- 157p.; M.Ed. Thesis, Idaho State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Cognitive Development; *Comparative Testing; Developmental Tasks; Educational Assessment; Grade 1; High Achievement; *Kindergarten Children; Low Achievement; Piagetian Theory; Predictive Measurement; Preschool Education; *School Readiness Tests; Screening Tests; Test Selection
IDENTIFIERS- *Brigance K and 1 Screen; Idaho

Two school entrance assessments were compared to determine whether or not they are theoretically unique approaches to kindergarten screening. The first test was the "Brigance K and 1 Screen" (Brigance, 1982), a kindergarten entrance assessment which focuses on perceptual-motor development, background experience, and rote memory as determinants for school success. This test does not focus on language development. The second test, a battery of Piagetian tasks, focused entirely on cognitive functioning. Subjects were 30 students (14 males and 16 females) who scored 90 and above and 30 students (17 males and 13 females) who scored 80 and below on the Brigance test administered as part of school readiness screening in a school district in Idaho. Scores for each assessment were tabulated, compared, and analyzed using a one-way analysis of variance and Pearson product-moment correlations. Students scoring high on one test were likely to score high on the other test; low scorers on one test were likely to be low scorers on the other test. The implications for readiness assessment of the correlations between the subtests are discussed. Further study could provide greater insight and more recommendations for school practice. Nineteen tables present study data. The Brigance K and 1 Screen scoring sheet, a sample contact letter to parents, the parents' response card for testing, two-way and three-way classification test materials, and the Piagetian tasks scoring sheet are appended. An 87-item list of references is included. (SLD)

ED 325 554 UD 027 590

Boxill, Nancy A., Ed.
Homeless Children: The Watchers and the Waiters.
PUB DATE- 90
NOTE- 165p.; Has also been published as Child & Youth Services, Volume 14, Number 1, 1990.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) .
DESCRIPTORS- *Child Development; Child Health; Economically Disadvantaged; *Family Life; *Homeless People; Parent Child Relationship; Services

This book takes an interdisciplinary approach in discussing the issue of homeless children and the resolution of the problem. An introduction by Nancy A. Boxill presents background on the nature of the problem and summarizes the subsequent papers. "Home and Homelessness in the Lives of Children" by Leanne G. Rivlin analyzes the impact on children of diverse forms of homelessness. "The Impact of Homelessness on Children" by Ellen L. Bassuk and Ellen M. Gallagher describes the effects of growing up in shelters and welfare hotels and the coping strategies children have used to adapt to the stresses of homelessness. "No Fixed Address: The Effects of Homelessness on Families and Children" by Judy A. Hall and Penelope L. Maza is concerned with children on the move. "Mother/Child Interaction Among Homeless Women and Their Children in a Public Night Shelter in Atlanta, Georgia" by Nancy A. Boxill and Anita L. Beaty is a participant-observation study. "Homelessness Is Not Healthy for Children and Other Living Things" by James D. Wright discusses the health problems of homeless children, youth, and women. "Homeless Children: A New Vulnerability" by Mark Rosenman and Mary Lee Stein defines current service gaps and public service failures. "Homeless Women and Children: The Question of Poverty" by Stanley F. Battle discusses families living under the poverty line. "Adrift in the City: A Comparative Study of Street Children in Bogota, Colombia, and Guatemala City" by Mark Connolly is a cross-cultural investigation of homeless children. (MYM)

ED 325 568 UD 027 701

O'Hare, William P., Ed.
Population Reference Bureau, Inc., Washington, D.C.

Redistricting in the 1990s: A Guide for Minority Groups.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 89
NOTE- 91p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Blacks; Census Figures; Demography; *Hispanic Americans; *Legislators; *Minority Groups; *Political Power; Politics; *Population Trends
IDENTIFIERS- *Apportionment (Legislative); Census 1990

This guide provides basic information for members of minority groups who wish to participate effectively in the reapportionment that will take place as a result of the 1990 Census. The guide focuses on Blacks and Hispanics--the largest minority groups and the only ones for which there are reliable population figures that are more recent than the 1980 Census. The guide contains the following sections: (1) "Introduction: The 1990 Census and Political Power for Minorities" by William P. O'Hare; (2) "Demographic Change in the Black Population" by William P. O'Hare; (3) "Blacks, the Changing Political Climate, and Redistricting" by Linda Willaims; (4) "Latino Representation and the 1990 Census" by Robert Brischetto; (5) "The Changing Hispanic Political Landscape" by Rodolfo O. de la Garza and Louis De Sipio; (6) "Changing Standards in Voting Rights Law" by Frank R. Parker; (7) "The Impact of New Technology and New Census Data on Redistricting in the 1990s" by Carlton Henry; (8) "Redistricting Resources for Minority Groups" by Taynia Mann; (9) "References"; and (10) "Notes on Contributors." (DM)

ED 325 584 UD 027 729

Ancarrow, Janice S.
National Center for Education Statistics (ED), Washington, DC.
Selected Data on Minority Participation in the Public Schools.
Survey Report.
PUB DATE- Jul 90
NOTE- 72p.; Data Series: DR-PSS-85-5.2.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Advanced Placement Programs; *College Applicants; Elementary Secondary Education; *Enrollment Trends; *Minority Groups; National Surveys; *Public Schools; School Size; *School Statistics
IDENTIFIERS- National Center for Education Statistics

This survey report describes the state of minorities in the public schools according to data from the Public School Survey (PSS) of 1985 and the Current Population Report (CPR) of April 1988. Principal findings were as follows: (1) minority enrollment fluctuates by school size, school type, district size, and region; (2) percentage of minority enrollment was highest for medium and large schools, and lowest for small schools; (3) elementary schools, large school districts, and the West and South had higher proportions of minority students; (4) advanced placement programs were more likely to be absent than present in schools with the highest category of minority enrollment; and (5) college application rates did not vary significantly across district sizes or regions in the highest minority category--however, schools with the highest enrollment, as well as the highest minority category, had the highest college application rates. This report includes plans for future surveys, definitions, and technical notes for both the PSS and the CPR, as well as reference tables for both surveys. The appendixes include generalized standard errors from the CPR, unweighted data from the PSS, a list of states in the four geographic regions used by the Census Bureau, and a copy of the Administrator Questionnaire from the PSS. (DM)

ED 325 598 UD 027 749

Cave, George; Quint, Janet
Manpower Demonstration Research Corp., New York, N.Y.
Career Beginnings Impact Evaluation: Findings from a Program for Disadvantaged High School Students.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Oct 90
NOTE- 185p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *Career Development; *College Preparation; Cooperative Programs; *Economically Disadvantaged; Followup Studies; Higher Education; High Schools; *High School Students; Low Income Groups; *Urban Programs
IDENTIFIERS- *Collaboratives

This evaluation of the services and short-term impact of the 1987/88 Career Beginnings (CB) program found an increase in the average rate of college attendance of participants in the year following high school graduation. Career Beginnings targets urban high school juniors from low-income families who demonstrate average academic performance and helps them enter college and upgrade their educational choices. The program served students at 24 sites and included the following common features: (1) collaboration between a college, the public schools, and the business community; (2) employment between the junior and senior years; (3) summer workshops and classes; (4) counseling; and (5) mentoring. In all, 1,574 students who qualified for services were randomly assigned in equal numbers either to the experimental group (which was encouraged to take part in CB activities) or to the control group (which was excluded from CB). Evaluation was based on the responses of 1,233 participants and controls to two follow-up interviews conducted 1 and 2 years later. The following findings are reported: (1) during their senior year, controls received considerably more services similar to those received by participants than had been anticipated; (2) participants received more services than controls at most sites; (3) participants reported liking the program; (4) across the sites, 48.5 percent of the controls attended college; (5) more participants than controls (53.2 percent) attended college and reported raised educational aspirations; (6) differences in the college enrollment rates of participants and controls persisted throughout the post-high school year; (7) sites varied greatly in their impact; and (8) participants worked less and earned less than controls during the follow-up year. Statistical data are presented in 44 tables and six graphs. A list of 10 references and a list of 21 publications on youth projects are appended. (FMW)

ED 325 328 SE 051 664

Brinckerhoff, Richard F.
Values in School Science: Some Practical Materials and Suggestions.
Third Edition.
PUB DATE- 90
NOTE- 248p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bioethics; Conservation (Environment); Curriculum Development; Interdisciplinary Approach; Misconceptions; *Moral Development; Moral Values; *Resource Materials; Science and Society; Science Education; Science History; Scientific Literacy; Secondary Education; *Secondary School Science; *Social Values; Technology; *Values

The collection of vignettes in this book provide science teachers with a multitude of source materials and useful alternatives for incorporation into their curricula and teaching. Teachers may select topics as brief issues for casual reflection or as a means for promoting deeper investigation and analysis. Most of the vignettes can be extended and adapted into a repertoire of classroom strategies which will promote the integration of content and societal issues. Considerations to be aware of in the process of creating moral dilemmas and conducting classroom discussions are included. General biology, the environment, populations, destruction of species, bioethics, general chemistry, waste, pollution, natural resources, mechanics, heat, light, sound, electricity, radiation, nuclear energy, energy conservation, earth and space science, computers, misconceptions, history of science, government policy, economics, and desirable inventions are topics included. A list of quotations, a sample moral dilemma, questions, and student projects are appended. (KR)

ED 325 362 SE 051 698

Manitoba Dept. of Education and Training, Winnipeg. Curriculum Development and Implementation Branch.
Mathematics 304, 301, 300.
PUB DATE- 89
NOTE- 991p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF07/PC40 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Affective Behavior; Attitudes; *Cognitive Development; Curriculum Design; Curriculum Development; Curriculum Guides; Foreign Countries; Grade 12; High Schools; *Mathematical Concepts; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Skills; *Secondary School Mathematics; State Curriculum Guides
IDENTIFIERS- *Manitoba

This guide for grade 12 mathematics has been developed as part of an overall revision of the mathematics program for Manitoba, Canada schools and is designed to be used in coordination with existing guides for grades K-12. It is the framework upon which grade 12 teachers may build their mathematics programs. This guide consists of four main sections including a general overview of the program, the Mathematics 304 course outline, the Mathematics 301 course outline, and the Mathematics 300 course outline. The outlines are based on the aims of mathematics which are to foster maximum and continuous growth in three behavioral areas: (1) the cognitive or factual; (2) the affective which includes feelings and perceptions; and (3) the psychomotor or movements. The mathematical content of this program has been chosen to promote the above goals. (KR)

ED 325 397 SE 051 737

Tew, E. James, Jr.

Time Comparison of Practical Mathematical Calculations Using Customary and Metric Systems.

PUB DATE- 85
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Adult Learning; Algorithms; *Computation; Continuing Education; Education Work Relationship; *Industrial Training; Job Training; Mathematical Applications; Mathematics Education; Mathematics Tests; Measurement; *Metric System; *Problem Solving; Skilled Occupations; Technical Education; Technical Mathematics; Technical Occupations; Technological Literacy; Technology; Test Content; Test Interpretation; Test Validity; *Timed Tests; Trade and Industrial Education

The purpose of this practicum was to determine if adult students engaged in training for high technology jobs can realize a time savings if customary or metric units of measure are used for practical mathematical calculations. Two quizzes were developed, and validated, using customary and metric units for the same type of problem, and the time to solve each problem was recorded. The objective was to determine if there was a significant difference in time per correct answer for either unit of measure. Both quizzes, each having both units of measure for different types of problems, were give to 20 industrial adult students without prior notification. Provided with each quiz was an instruction sheet regarding the procedures to be followed and method of recording time. The recommendation resulting from this study is that practical mathematical calculations be performed using metric units of measure to the extent permitted by limiting variables including measuring and test equipment, specifications, and blueprints which have not been converted to metric units. The paper includes an introduction to the problem, its background and significance, and procedures for the study, data resulting from the study, and conclusions. Copies of the quizzes and the statistical calculations are appended. (KR)

ED 325 413 SO 030 052

Harvey, Karen D.; And Others
National Council for the Social Studies, Washington, D.C.
Teaching about Native Americans. National Council for the Social Studies Bulletin No. 84.
PUB DATE- 90
NOTE- 87p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; *American Indian Studies; *Cross Cultural Studies; Elementary Secondary Education; Environmental Influences; Instructional Materials; *Social Studies; *Stereotypes
IDENTIFIERS- *Native Americans
The aims and goals of this guide and the accompanying lesson plans include teaching about Native Americans with historical accuracy and fairness, the promotion of an awareness of moral and ethical values in the study of Native Americans, and the cultivation of a sensitivity to the needs and concerns of a dominated, displaced, and threatened people. The basic premise of the guide is that curriculum materials should be free of racism and ethnocentrism and that every teacher must be cognizant of the negative effects both today and in the past of stereotypes, prejudice, and discrimination. The topics focus on history, environment and resources, culture and diversity, change and adaptation, conflict and discrimination, current issues, and resources for teachers and students. The resources include a stereotypes inventory and criteria for the evaluation of materials to be used in teaching about Native Americans. Three appendices contain, respectively, an Indian Awareness Inventory, a historical outline of American-European and U.S. relationships with Native Americans, and a pre-European geographic classification chart. (NL)

ED 325 465 SP 032 702

Zelazek, John R.; And Others
1990 Teacher Education Follow-Up Study.
PUB DATE- May 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employer Attitudes; Higher Education; Program Attitudes; Program Effectiveness; *Program Evaluation; *Student Teacher Attitudes; Surveys; *Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- Central Missouri State University

This report represents the second follow-up study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (CMSU). The TEAC conducts and publishes results of periodic assessments and evaluations of the university's teacher education programs by soliciting input from: (1) the university teacher education faculty; (2) preservice teacher education candidates; (3) inservice teachers and other graduates of the teacher education program; and (4) employers of educators prepared by the university. Graduate and student teacher respondents were given questions on biographical background, current employment status, and attitudes toward the teacher education program at CMSU. Questions addressed to the other respondents asked for a broader assessment of the program. The results of all assessments and evaluations will be applied to the current teacher education program and shared with school districts that employ the university's graduates. Background information and current activities of the TEAC are presented in this paper, and the survey instruments with their findings are reproduced. (JD)

ED 325 496 TM 015 719

Johnson, Eugene G.; And Others
National Assessment of Educational Progress, Princeton, NJ.
Focusing the New Design: The NAEP 1988 Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 763p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Data Analysis; Databases; *Educational Assessment; Elementary Secondary Education; *Federal Programs; Grade 4; Grade 8; Grade 12; *National Surveys; Private Schools; Public Schools; *Research Design; Research Methodology; Sampling; Scaling; Scoring; *Standardized Tests; Test Construction
IDENTIFIERS- *National Assessment of Educational Progress

Details of the design and data analysis associated with the 1988 National Assessment of Educational Progress (NAEP) are presented. The 1988 NAEP surveyed American students' knowledge of reading, writing, civics, U.S. history, and geography. Small-scale studies were conducted for mathematics and science. Populations included public school students and private school students (aged 9, 13, and 17 years) as well as students in grades 4, 8, and 12. Geography was surveyed only at grade 12/age 17 years. The objective of these technical notes is to provide information to allow the reader to judge the utility of the design, quality of the NAEP data, reasonableness of the assumptions made, appropriateness of the data analyses, and generalizability of the inferences made from the data. Topics addressed include: development of objectives and items; sample design; assessment instruments; field administration; materials processing and database creation; processing assessment materials; professional scoring; data transcription systems; editing data; quality control of data entry; database products; weighting procedures and estimation of sampling variance; scaling procedures; data analysis for the various subject area assessments; and the statistical summary of the samples and estimates of proficiencies of U.S. students. A total of 204 data tables and 14 figures are provided. Appendices provide: a list of consultants for development of the 1988 NAEP objectives and items; distributions of weight components for the 1988 NAEP samples; contrast codings and estimated effects for 1988 NAEP conditioning variables; 1988 NAEP derived and composite conditioning variables; revision of 1984 NAEP post-stratification weights for grade 4/age 9 years and grade 8/age 13 years; 1988 NAEP item response theory parameters; and NAEP reporting subgroups, composite and derived common background variables, and subject-specific composite and derived reporting variables. A glossary of terms, a list of references cited in the text, and an index are included. (TJH)

ED 325 510 TM 015 748

Melancon, Janet G.; Thompson, Bruce
Measurement Characteristics of the MAA Math Placement Tests.
PUB DATE- 1 Nov 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; College Mathematics; Higher Education; *Item Analysis; Mathematics Achievement; *Mathematics Tests; *Screening Tests; *Student Placement; *Test Reliability; *Undergraduate Students
IDENTIFIERS- *Placement Tests

This paper presents analyses of score reliability for a mathematics placement test developed by the Mathematical Association of America in 1984 for use with undergraduate college students. Subjects included all 589 students seeking admission to the college mathematics curricula at a private university in the South during the course of the study. Common misconceptions about reliability are also reviewed, such as the misconception that tests, as opposed to data, are reliable; and the idea that longer tests always yield more reliable data than do their shorter counterparts. The test was a revision of items previously reported. The revised version of the 50-item test included 2 subscales of 25 items each: an arithmetic scale, and an algebra scale. Reliability estimates and various item analysis statistics were reported. Revisions of the test yielded slightly better than expected alpha coefficients for the arithmetic and algebra subscales. Overall, the results suggest that the revised test can yield reasonably reliable data, and the test can be used to place students in an appropriate curriculum. One table contains the study data. (SLD)

ED 325 296 RC 017 881

Burton, Lucy Greer

Communication Technology for Rural Communities. A Qualitative Study of Rural Communities, Northeastern Washington State. Summary Report.

PUB DATE- Aug 89

NOTE- 21p.; Master's Thesis, Washington State University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Community Attitudes; Community Coordination; *Community Development; Community Education; Community Information Services; Community Leaders; *Distance Education; Information Needs; *Information Networks; *Rural Areas; Rural Development; *Telecommunications

IDENTIFIERS- *Washington (East)

This report examines the perceptions of rural Washington community leaders concerning community information needs and the role of communication technology. In-depth interviews were conducted with 34 leaders in 5 selected rural eastern Washington communities that had access to telecommunications education and information systems, and with 15 eastern Washington educators with expertise in rural development and telecommunications systems. Community leaders' core concern was community survival. Successful use of telecommunications in rural communities may depend on developing a "rural telecommunications network" (RURALNET) that meets the needs of users, providers, and the network itself. Factors critical to the success of RURALNET include: (1) respect for traditional community and family values; (2) capacity for local and institutional cooperation; (3) local participation in planning; (4) designation of a "natural gathering place" in the community; (5) human capacity building to allow rural citizens access to and planning of RURALNET; (6) collaboration among providers of telecommunications programs and services; and (7) coordination between providers and citizens. In general, there was a positive reception to expansion of telecommunications programs and services in rural areas and optimism that it can help solve some rural community problems. (SV)

ED 325 524 TM 015 782

Palomares, Ronald S.
Alternatives to Statistical Significance Testing.
PUB DATE- 8 Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Estimation (Mathematics); *Evaluation Methods; *Research Design; Research Problems; *Sample Size; *Statistical Significance
IDENTIFIERS- Bootstrap Methods; Cross Validation

Researchers increasingly recognize that significance tests are limited in their ability to inform scientific practice. Common errors in interpreting significance tests and three strategies for augmenting the interpretation of significance test results are illustrated. The first strategy for augmenting the interpretation of significance tests involves evaluating significance test results in a sample size context. A second strategy involves interpretation of effect size estimates; several estimates and corrections are discussed. A third strategy emphasizes interpretation based on estimated likelihood that results will replicate. The bootstrap method of B. Efron and others and cross-validation strategies are illustrated. A 28-item list of references and four data tables are included. (Author/SLD)

ED 325 539 UD 027 403

Murphy, John A.
Prince George's County Public Schools, Upper Marlboro, Md.
Improving the Education of At-Risk Students. A System of Checks and Balances.
PUB DATE- Feb 90
NOTE- 16p.; Paper presented at the International Conference on the Effective Education of At-Risk Children and Youth (Washington, DC, February, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Black Students; Criterion Referenced Tests; *Educational Improvement; Elementary Secondary Education; *High Risk Students; Parent Participation; Public Education; *School Based Management; *School Effectiveness; *School Restructuring; Teacher Expectations of Students
IDENTIFIERS- Empowerment; Outcome Based Education; *Prince Georges County Public Schools MD

During the last five years, the Prince George's County (Maryland) public school system has brought about dramatic improvements in the academic achievement of at-risk students, offering strong evidence that public education can succeed for all children. This report describes how Prince George's County accomplished this turnaround through a process of high expectations, hard work, and a well-developed plan of districtwide accountability. The plan was comprised of five steps. Step 1, "Taking Ownership of the Problem," involves two phases: (1) identifying educators' low expectations of themselves and negative attitudes about student potential as root causes of the problem; and (2) drafting a mission statement pledging to make sure that all students will learn. Step 2, "Establishing a Set of Measurable Performance Standards," consisted of developing goals that focused on educational outcomes rather than inputs and selecting appropriate assessment tools. Step 3, "Empowering Staff with Knowledge," included staff development and training as key elements in an effective schools model of school improvement. Step 4, "Increasing Autonomy at the School Level," incorporated school based management and decision making. Step 5, "Increasing Resources to Support Innovation," emphasized an active partnership between school staff and parents in educational improvement. The report concludes with a discussion of the model's replication nationwide and a brief summary. (AF)

ED 325 569 UD 027 705

William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
Pathways to Success for America's Youth and Young Families. Citizenship through Service.
PUB DATE- Nov 88
NOTE- 17p.; Excerpts from "The Forgotten Half: Pathways to Success for America's Youth and Young Families." Final report of the William T. Grant Foundation Commission on Work, Family, and Citizenship. Washington, D.C., November, 1988.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Elementary Secondary Education; Individual Development; *Public Service; *Social Responsibility; *Student Participation; Student Responsibility; *Student Volunteers; Young Adults; Youth; Youth Agencies; Youth Programs
IDENTIFIERS- *Community Service
This report focuses on youth service as a vital component of education for citizenship. The following six major recommendations to encourage voluntary student and youth services are offered: (1) creation of quality student service opportunities as central to the fundamental educational program of every public school, including either elective credit or graduation requirement service, and age-appropriate curricula and instruction from kindergarten through twelfth grade; (2) state-level encouragement of local school jurisdiction efforts to enlist the young in serving their communities, including the provision of sufficient financial and technical assistance to ensure high quality programs; (3) financial support from business, local foundations, city and state resources, and organizations whose constituents are served by youth, to ensure the availability to young people of the maturing effects of service to others and the use of diverse methods to achieve this goal; (4) unification of youth service organizations into a nationwide service federation; (5) support for federal financial assistance to launch youth service programs, with emphasis on meeting state and local needs; and (6) revitalization of existing national service programs and serious consideration of a National Youth Conservation Corps. (AF)

ED 325 268 RC 017 814

Guthrie, Larry F.; And Others
Far West Lab. for Educational Research and Development, Berkeley, Calif.

Principles of Successful Chapter 1 Programs: A Guidebook for Rural Educators.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Compliance (Legal); *Educationally Disadvantaged; Elementary Secondary Education; Equal Education; Federal Legislation; *Federal Regulation; High Risk Students; Program Improvement; Remedial Instruction; Remedial Programs; *Rural Education; Rural Schools
IDENTIFIERS- Arizona (Chinle); California (Long Beach); *Education Consolidation Improvement Act Chapter 1; Utah

This guide is intended to help districts and schools think about how their programs for educationally deprived children are designed and how they can be improved. In view of new Chapter 1 legislation (P.L. 100-297), which places strong emphasis on program improvement to disadvantaged students, practitioners need to internalize elements of new policy and integrate them with age-old principles of good teaching. In its first section, the guide describes five basic principles for successfully planning and implementing Chapter 1 programs: (1) acquisition of basic and advanced skills; (2) intensive early intervention; (3) staff coordination; (4) extra quality time for students to learn new concepts and skills; and (5) parent involvement. The second section of the guide describes Chapter 1 programs in three school districts, which differ in size and educational approach, to illustrate successful attention to the five principles. Chinle, Arizona, is located in the midst of a rural Indian reservation. Its program shows how the local Indian culture and environment can be used to make curriculum interesting and educationally relevant. Juab, Utah, is a small district that has undergone major school improvement efforts. It provides an example of how Chapter 1 services can be integrated into the regular instructional program. Long Beach, California, is an urban district that has successfully coordinated programs and added quality time to low-achieving students' instructional day. This document includes 16 references. (TES)

ED 325 282 RC 017 858

Luther, Vicki; Wall, Milan
Heartland Center for Leadership Development, Lincoln, NE.
10 Ideas for Recruiting New Leaders.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Community Change; *Community Development; *Community Involvement; *Community Leaders; Community Resources; *Recruitment; Rural Areas; *Volunteers
IDENTIFIERS- Nebraska; Small Towns
This booklet presents ideas based on actions taken by community leaders to recruit new and emerging leaders to join in the improvement of a community. The discussion includes: (1) asking the question "who's not here?" to make sure the community organization is representative; (2) looking for skills, not names to discover leadership potential and involve new people; (3) involvement by degrees thus creating a natural progression from helper to leader; (4) appealing to self-interests and matching recruiting style to the personal motivation of the new leader; (5) using a wide-angle lens to see how each contribution fits into the whole picture; (6) defining the task by explaining the importance of the task; (7) using current leaders to recruit new leaders; (8) creating a history of efficient use of people's time; (9) offering membership "premiums" and using rewards to overcome hesitation of potential leaders; and (10) marketing your wares and making sure that the community knows what's being accomplished. (ALL)

ED 325 311 SE 051 646

Mei, Dolores M.; And Others
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PCEN Math Skills Program Student Outcome Data 1988-89 End-of-Year Report. Evaluation Section Report.

PUB DATE- May 90
NOTE- 214p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Course Evaluation; *Educational Assessment; High Schools; Mathematics Education; *Mathematics Skills; Pretests Posttests; Program Effectiveness; Program Validation; *Remedial Instruction; *Remedial Mathematics; Remedial Programs; Review (Reexamination); *Secondary School Mathematics; Teaching Methods

This report details the overall results for the Pupils With Compensatory Education Needs (PCEN) program, results by superintendency for 1988-89, and school-by-school summary statistics in math and attendance. The PCEN funded Math Skills Program provides remediation in mathematics to eligible high school students. Students enrolled in the Math Skills program receive a full year of instruction or a single term depending on the extent of their skills deficiency. Two instructional approaches are used to teach remedial mathematics. The primary goal of the PCEN program is that 70 percent of the students receiving remediation in math evidence improvement in their math test scores from the pretest to the posttest. The results show that the program objective was not met by half-year students or by full-year students. (KR)

ED 325 346 SE 051 682

Arkansas State Dept. of Education, Little Rock.
Item Specifications, Science Grade 6. Blue Prints for Testing Minimum Performance Test.
PUB DATE- 88
NOTE- 37p.; For a related document, see SE 051 683.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Biological Sciences; Earth Science; *Educational Objectives; *Elementary School Science; Energy Education; Environmental Education; Grade 6; Intermediate Grades; Middle Schools; Physical Sciences; Science Education; *Science Tests; *Scientific Concepts; *Test Items
IDENTIFIERS- *Arkansas Minimum Performance Test

These item specifications were developed as a part of the Arkansas "Minimum Performance Testing Program" (MPT). There is one item specification for each instructional objective included in the MPT. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each item contains: (1) an objective identification number; (2) grade level; (3) subject area; (4) goal identification; (5) skill description; (6) stimulus attributes; (7) response attributes; and (8) sample items. It is suggested that teachers may use these specifications in a variety of ways. Teachers may use them as a guide in the development of evaluation instruments to check student performance, inform parents about what their child will face on the MPT, and familiarize their students with the MPT. Covered in this guide are items which test: living and nonliving matter; heredity and change; human body; development of plants and animals; plant and animal behavior; plants; vertebrates and invertebrates; food chains; environment; rocks, minerals and fossils; changes in the earth's crust; weather; universe; natural resources; pollution; water cycle; matter; elements, mixtures and compounds; air; sources of energy; heat; electric circuits; electromagnetism; electrical insulators and conductors; convex and concave lenses; reflection and refraction of light; and machines. (CW)

ED 325 380 SE 051 720

Rishel, Thomas
The Idea of Order at Geometry Class.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Architecture; Art; *College Mathematics; Course Descriptions; Experiential Learning; *Geometry; Higher Education; *Interdisciplinary Approach; Literature; Mathematics Education; *Philosophy; *Undergraduate Study

The idea of order in geometry is explored using the experience of assignments given to undergraduates in a college geometry course "From Space to Geometry." Discussed are the definition of geometry, and earth measurement using architecture, art, and common experience. This discussion concludes with a consideration of the question of whether geometry is "something out there" or "something in us." (CW)

ED 325 431 SO 030 221

Chilcoat, George W.; Vocke, David E.

Musical Images of the Vietnam War.

PUB DATE- Nov 88
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Orlando, FL, November 19, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Teaching; Creativity; Curriculum Enrichment; *Drama; *Educational Strategies; High Schools; *History Instruction; Instructional Materials; Modern History; *Music; Social History; Social Studies; Songs; *United States History; *Vietnam War

Teaching the Vietnam War in high school history courses is a challenge to the instructor, and study that relies only on textbooks may neglect the controversy surrounding the War and the issues that faced the nation. This paper discusses how to use songs about the Vietnam War as an instructional tool to investigate the role of songs during the War and to serve as a stimulus to study the controversies surrounding the War. Students are challenged to investigate the various perspectives presented in these songs and to examine devices utilized within lyrics to support the views they present. Titles and categories of songs that either censured the inhumanity of wars in general and the Vietnam War specifically, or portrayed support for the War in Indochina are included. (NL)

ED 325 448 SP 032 665

Feng, Jianhua
A Re-examination of John Dewey and Education.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Change Agents; *Child Development; *Curriculum Development; Democracy; Educational History; *Educational Philosophy; Foreign Countries; School Community Relationship; *Social Change; Traditionalism
IDENTIFIERS- *China; *Dewey (John)

This paper examines John Dewey's major educational thoughts and his influence on education from a dynamic-historical perspective. Dewey's marked and enduring influence on Chinese educational thought and practice is a central theme. The paper argues that because Dewey himself and his ideas grew and matured in a dramatically changing and developing social-historical context no simple-minded judgments should be made in regard to his educational thoughts. The analysis and discussions are presented in four sections: (1) John Dewey, a son of his times; (2) John Dewey, a fighter against dualisms; (3) John Dewey a resolver not perfect; and (4) John Dewey, a thinker welcomed and attacked in China. (Author/JD)

ED 325 555 UD 027 624

Quiroz, Julia Teresa
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
Twenty-Two Hispanic Leaders Discuss Poverty: Results from the Hispanic Leaders Study.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Jul 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; *Hispanic Americans; *Leaders; *National Programs; *Poverty; Program Evaluation; *Public Policy; Resources

This study reports twenty-two Hispanic leaders' responses to interviews assessing their perspectives on the nature, prevalence, and causes of poverty among Hispanics. This report contains six parts. Part 1 is an introduction. Part 2 presents the methodology used in the study. Part 3 gives the leaders' demographic and educational backgrounds. Part 4 presents the respondents' views on the nature of poverty among Hispanics today. Part 5 presents their views on current public policies concerning poverty among Hispanics and possible strategies to end it. Part 6 offers the following conclusions: (1) Hispanic institutions can serve a vital role in improving the lives of low-income Hispanics; (2) the issues of importance to these leaders sometimes parallel other national issues, but often with a different emphasis; (3) these Hispanic leaders blend a range of strategies in their approach to poverty; and (4) many of these leaders identified the special challenges facing Latinas. Also included are three appendixes which include the responses to the questions in seven tables, a list of the leaders interviewed, and a list of the advisors for the study. (MYM)

ED 325 585 UD 027 730

LeFlore, Larry
Black Juveniles in the Juvenile Justice System: A Cause for Alarm.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Black Youth; *Child Welfare; Delinquency; *Juvenile Justice; Laws; *Policy Formation; *Racial Composition; Racial Discrimination
IDENTIFIERS- Policy Issues

This report examines the representation of black youth in the juvenile justice system, describes changes in juvenile justice philosophy, and discusses policy implications. Black youth are overrepresented at all stages of the juvenile justice system compared to white youth. Positivist theories explain this overrepresentation as the result of pathological environmental conditions that have a negative impact on the psychosocial development of blacks. Conflict theories explain this overrepresentation as the result of racial and economic biases that discriminate against blacks throughout society. The following philosophies have guided the development of the juvenile justice system since its inception in 1899: (1) rehabilitation philosophy emphasized protection of the youth's best interests; (2) due process philosophy emphasized individual rights; and (3) radical nonintervention theory emphasized reducing the negative effects of the system on youth. Recent developments emphasize an adversarial system that is concerned with accountability and punishment. Policymakers and researchers should address reforms in the system that emphasize the values, needs, and norms of the black community. Statistical data are presented in one table. A list of 45 references is appended. (FMW)

ED 325 329 SE 051 665

Hulland, Carol Marie

Multiple Perceptions of Science Concepts: A Qualitative Study in a Swamp.

PUB DATE- 90
NOTE- 203p.; Master's Thesis, Queen's University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Concept Formation; Curriculum Guides; Ecology; Elementary School Science; *Ethnography; *Grade 5; *Information Processing; *Intermediate Grades; Learning Strategies; Misconceptions; Schemata (Cognition); Science Education; Thinking Skills
IDENTIFIERS- *Constructivism

This study focuses on how students make sense of and understand concepts related to the study of a wetland. The analyses of students' talk and drawings recorded during a 2-week wetland unit were divided into two levels. The first level examined students' understandings and explored student traits that contributed to a clear, stable understanding of the wetland environment. Students' ideas seemed to fit patterns, which were categorized and discussed as strongly held ideas, developing ideas, easily altered ideas, and contradictory or confusing ideas. The second level of the analysis examined two of the students' sense-making processes, termed respectively a "scientific" process and a "storytelling" process. How students made sense of information seemed to be related to what they understood about the wetland. By providing a context within which students' actions could be observed and analyzed, the wetland study obtain information about how students' talk and play developed as their experience with concepts increased. Appended are copies of: (1) the consent form; (2) wildlife pictures; (3) metaphor interview; (4) teacher hand-outs; (5) curriculum outline; (6) field notes; and (7) student drawings. (KR)

ED 325 363 SE 051 699

Arizona State Dept. of Education, Phoenix.
Arizona Science Essential Skills Framework.
PUB DATE- Jul 90
NOTE- 104p.; For a related document, in Mathematics Education see SE 051 700.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Attitudes; *Elementary School Science; Elementary Secondary Education; Science and Society; Science Curriculum; Science Education; Science Instruction; *Scientific Concepts; *Scientific Literacy; *Secondary School Science; State Curriculum Guides; Technology; Thinking Skills
IDENTIFIERS- Arizona

The purpose of this document is to provide a framework for school districts to use in the development of K-12 science curricula. The framework focuses on those ideas, skills, and attitudes that have the greatest educational significance for enabling the achievement of scientific literacy by all students. The scope of the Arizona Science Essential Skills addresses four aspects of science education: (1) "Teaching Science: Its Importance"; (2) "Defining Science Essential Skills Goals"; (3) "Achieving Scientific Literacy: Student Outcomes and Examples of Indicators"; and (4) "Implementing the Science Essential Skills". In Part 1, four of the reasons for revitalizing science education are summaries: the importance of science as a way for knowing and meeting personal needs; the relationship of science and technology to our democracy; economic vitality; and the environment. In Part 2, scientific and technological literacy is defined in eight specific goals. Part 3 forms the working guidelines with which school districts can evaluate existing curricula and develop new programs to meet the needs of students. Part 4 contains suggestions for implementing the science essential skills and identifies fundamental qualities of effective science curriculum and instruction. (KR)

ED 325 398 SE 051 738

Stigler, James W.; And Others
National Council of Teachers of Mathematics, Inc., Reston, Va.
Mathematical Knowledge of Japanese, Chinese, and American Elementary School Children.
PUB DATE- 90
NOTE- 84p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Comparative Education; *Computation; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Foreign Countries; Grade 1; Grade 5; Graphs; International Cooperation; Mathematical Concepts; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Problem Solving; Spatial Ability; Test Construction; Test Content; Test Interpretation; Test Items; *Test Results; Word Problems (Mathematics)
IDENTIFIERS- Japan; Taiwan

This study compared the results of group tests of computational skills and tests of knowledge and skills in mathematics between three groups of first and fifth grade students from the United States, Japan, and Taiwan. The battery of tests were constructed after reviewing the mathematics textbooks used in each location and discussing the major goals of mathematics with mathematics educators. Tests administered to individuals included word problems, conceptual knowledge, mathematical operations, graphing, estimation, visualization, transformation or spatial relations, and mental calculations. Group tests were used to test computation skills. The results of the group testing and the individually administered tests are reported separately in two different sections. The methodology of the testing includes a description of the tests, selection of the sample, a description of the examiners, and the testing procedure. All items in each test, along with the percentages of students in each city responding correctly to each item, are presented in the appendixes. The results of the group tests appear in Appendix A and the individual tests in Appendix B. (KR)

ED 325 414 SO 030 053

Organisation for Economic Cooperation and Development, Paris (France).
Reviews of National Policies for Education: Norway.
PUB DATE- 90
NOTE- 96p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; *Educational Assessment; *Educational Policy; Educational Quality; Elementary Secondary Education; *Evaluation; Foreign Countries; Higher Education; Labor Force Development; Regional Planning; Regional Schools
IDENTIFIERS- *Norway

This three-part report is the result of an examination and evaluation by a team of invited academic examiners of Norway's educational system and of the changes which have taken place in that system since 1974. The examiner's report (part 1 of the document) notes several priority needs relating to the strong Norwegian movement towards decentralization as well as the problems that this has caused for the management of the education system and evaluation strategies. Concurrently, regional colleges have rapidly developed and the question of their integration into a coherent system of higher education is examined. Among the recommendations put forth are that effective instruments should be devised for monitoring the system at different levels, and that cooperation and dialogue between the components of the system and the outside world is needed at all levels, especially including senior secondary school and adult education. It is suggested that joint involvement between educational institutions and enterprises may help to eliminate shortages of highly qualified personnel in the labor market. Part 2 of this volume is a record of the review meeting held in Paris in May 1988 between the examiners and the Norwegian delegation; it contains full replies to the examiners' questions. Part 3 comprises a summary of the Norwegian authorities' background report on national policies for education in Norway. (NL)

ED 325 466 SP 032 705

Karle-Weiss, Adria; And Others
The Relationship between Humor and Teacher Effectiveness as Perceived by Preservice Teachers: Is There a Case for Gender Bias?
PUB DATE- Oct 90
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October, 1990); the tables present reproducibility problems because of small print and some handwritten lines.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Females; Higher Education; *Humor; Interpersonal Competence; *Personality Traits; Physical Attractiveness; Preservice Teacher Education; *Sex Bias; Student Evaluation of Teacher Performance; Student Teachers; Tables (Data); *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship

Teacher effectiveness literature has supported the contention that a recurring theme in examining the qualities and attributes that constitute effective teachers is the use of humor in the classroom. However, most of the research did not appear to consider the potential differential effects on the students' perceptions of teachers' use of humor when taking into consideration the gender of the instructor. One study (Karle-Weiss, Newman, 1990) found that in a small sample of preservice teachers (N=70), there was a significant interaction in that female instructors who used humor were rated significantly higher on professionalism. This study, using a sample group of 255 preservice teachers, replicated the previous study, adding a control for appropriateness of humor. The survey instrument used was the teacher evaluation form in use at the University of Akron, Ohio, with four items added: instructor's sense of humor, amount of material used, appropriateness of humor, and professionalism of the instructor. While the overall general conception that humor is related to perceived instructor effectiveness was strongly supported, the expected interaction between instructor gender and humor in predicting perceived instructor effectiveness appeared to be somewhat questionable. Data resulting from the study are displayed in 17 tables. (JD)

ED 325 482 TM 015 659

Harris, R. Carl; Harris, Melanie F.
Symbiosis on Trial in Educational Renewal.
PUB DATE- Oct 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Greeley, CO, October 4-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Educational Change; *Educational Quality; Elementary Education; Elementary Schools; Elementary School Teachers; Higher Education; Principals; Professors; *Program Evaluation; Public Schools; *School Districts; Shared Resources and Services; Universities; Workshops
IDENTIFIERS- *Brigham Young Univ Public School Partnership; Partnerships in Education

The collaboration of universities and schools/school districts has often been proposed as an effective force for reviewing the quality of the schools and the education of the educators. A study of a workshop that was a major collaborative event in an ongoing university-schools partnership illustrated that symbiotic and organic cooperation is functioning in the Brigham Young University-Public School Partnership, which was initiated in 1984. A Linking Workshop in 1989 provided 16 hours of intensive interaction between university and elementary school educators during a 2-day period. Participants included 24 university professors, 8 principals, and 88 teachers. Interviews and reviews of documents generated during the conference were used to evaluate the program in terms of: (1) common goal; (2) participants and participation; (3) equity and trust; and (4) self-interest and selflessness. Analyses of qualitative and quantitative data from the workshop showed high levels of agreement on common educational renewal goals and participation by university and school personnel in all aspects of the collaborative effort. Acceptance of professional equity was evident, and mutual self-interest and selflessness were apparent. The requirements for such collaboration are discussed. Three tables contain data from the analysis. (SLD)

ED 325 511 TM 015 749

Moore, Alan D.; Martin, Janet T.
How Do Teachers Feel about Science?: Measurement of Attitudes towards Science.
PUB DATE- Oct 90
NOTE- 14p.; Paper presented as the Annual Meeting of the Northern Rocky Mountain Educational Research Association (8th, Greeley, CO, October 4-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *College Students; *Education Majors; Elementary Education; *Elementary School Science; Elementary School Teachers; *Factor Structure; Higher Education; Item Analysis; Preservice Teacher Education; *Teacher Attitudes; Test Construction; *Test Reliability
IDENTIFIERS- Attitudes Towards Science and Scientists Scale; *Inventory of Science Attitudes

The factor structure and reliability of an instrument for measuring attitudes of preservice teachers toward science were studied as part of a 5-year project at the University of Wyoming (Laramie) to improve the teaching of science at the elementary school level. The Attitudes towards Science and Scientists Scale (ATSSS) of J. R. Cummings (1969) was administered to preservice elementary school teachers in 1989 and 1990. The ATSSS consists of 67 Likert-type items intended to measure seven facets of attitudes about science. Items for a revised scale were chosen based on factor analyses and the results of item analysis. The revised version, the Inventory of Science Attitudes (ISA), was administered to 72 preservice elementary education majors taking mathematics, science, and music methods courses over the summer session in 1990. Factor analyses and measures of reliability indicated that the revised version was more valid and reliable than was the ATSSS. Two tables present the rotated factor pattern for Promax rotation and the distribution of scores on the ISA. The 30-item ISA is included. (SLD)

ED 325 525 TM 015 783

Burrell, Lewis P.; Asche, Wayne A.

A Study of the Training Needs of Vocational Education Teachers with Mainstreamed Special Education Students.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE- Oct 90
NOTE- 75p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (12th, Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; *Inservice Teacher Education; Mail Surveys; Mainstreaming; *Professional Training; Secondary Education; *Special Education; State Surveys; *Teacher Attitudes; Teacher Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Ohio; Vocational Education Training Needs Instrument

To examine vocational educator's perceptions on the importance of and need for training when working with vocational education students and mainstreamed special education students, a survey was mailed to a total of 1,100 vocational teachers, special needs coordinators, vocational evaluators, and state supervisory staff in Ohio. Responses to a demographic questionnaire and a 46-item training need instrument, the Vocational Education Training Need (VETN) survey instrument, were received from 331 subjects (a response rate of about 30%). The total VETN scale, three major program cluster subscales, and eight factor subscales were found to be reliable and valid. There were significant differences in the perceptions of both the importance of training and the need for training required for typical students and mainstreamed special education students, with the latter perceived to require more training for teachers. Implications for teacher education and inservice training are discussed. Appendix A contains the VETN participation letter, the VETN demographic questionnaire, and the VETN instrument. Appendix B presents 25 tables of survey results for subscales and factors. Appendix C defines terms used in the study. (SLD)

ED 325 599 UD 027 751

Romo, Harriet D., Ed.
Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
Latinos and Blacks in the Cities: Policies for the 1990s.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Joint Center for Political Studies, Washington, D.C.; Lyndon Baines Johnson Foundation, Austin, Tex.
PUB DATE- 90
NOTE- 235p.; Proceedings of a symposium held at the Lyndon Baines Johnson Library (1988). Also sponsored by the IUP/SSRC Committee for Public Policy Research in Contemporary Hispanic Issues.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Community Development; Elementary Secondary Education; Hispanic Americans; *Minority Groups; Poverty; *Public Policy; Urban Areas; *Urban Education; *Urban Environment; *Urban Improvement; Urban Problems
IDENTIFIERS- *Latinos

This symposium investigates the condition of urban Latinos and Blacks two decades after reports by the Kerner, Eisenhower, and Katzenbach commissions recommended sweeping reforms in urban policy. Twenty-nine researchers, politicians, and policymakers analyze the condition of the urban poor and the role of minorities in forming policies. The following topics are discussed: (1) urban conditions since the presidential commissions of the 1960s; (2) education and employment policies; (3) national unity; (4) human services and income policies; (5) economic and community development policies; (6) strategies for urban improvement; (7) financing new urban initiatives; (8) administering new urban initiatives; (9) the political feasibility of new urban policy initiatives; and (10) poverty and inequality in the 1990s. The following recommendations are suggested: (1) solve educational problems through joint action of the Latino and Black communities; (2) implement a two-generation approach to dropout prevention focusing on improving parents' job skills and parenting skills; (3) restructure the educational system at both the school and the institutional levels; (4) expand public-sector activities in medical care, education, housing, and child care; (5) provide incentives for self-sufficiency; and (6) plan and fund programs for a significant period of time to allow the programs to accomplish their goals. Policy implementation can be facilitated by the recent political trend toward decentralization, which has made more money available for state and local programs and given greater voice in policy formation to urban residents. Brief biographies of the contributors are appended. (FMW)

ED 325 297 RC 017 882

Howley, Craig B.
Jane Jacobs and the Dilemma of Life and Learning in Rural Areas.
PUB DATE- 8 Oct 90
NOTE- 21p.; Paper presented at the Annual Conference of the National Rural Education Association (Colorado Springs, CO, October 8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Impact; Educational Theories; Elementary Secondary Education; *Role of Education; *Rural Areas; Rural Development; *Rural Economics; *Rural Education; Rural Schools; School Role
IDENTIFIERS- *Structural Analysis (Economics)

Recent work by both neoclassical and political economists suggests the scope of the influence of economic structures on rural socioeconomic conditions and rural education. In particular, dual labor-market analyses look beneath the surface of the macroeconomy--the national economy--to the underlying reality of regional or sectoral economic structures. According to Jane Jacobs' economic critiques, macroeconomic analysis in large nations or empires obscures the importance of local structures and processes. Rural areas render specialized service to the national economy by serving as sites for specialized production of marginal enterprises including energy, minerals, food, and simple manufactured goods. A frequently endorsed strategy for rural development is the improvement of human capital in rural areas through education and training. This strategy is of questionable value as the socially created structures that govern the macroeconomy appear to require the economic marginality of rural areas. Rural schools that aim only to develop students' human capital are preparing them to accept the increasingly marginal role reserved for rural areas by the American macroeconomy. Schools can not directly change the social and economic structures in which they are embedded. Their mission, rather, should be to equip students with an intimate knowledge of their culture and with the tools of judgment and reason. This paper contain 68 references. (SV)

ED 325 381 SE 051 721

World Wildlife Fund, Washington, DC.
A Survey of the Status and Needs of Environmental Education in Asia. WWF Asia Program.
PUB DATE- Jul 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conservation (Environment); Conservation Education; *Environmental Education; *Foreign Countries; *Organizations (Groups); Science Education; Surveys; *Training
IDENTIFIERS- *Asia

The purpose of this survey was to determine the environmental education activities being conducted in Asia and plan ways in which the World Wildlife Fund, the Smithsonian Institution, and other international, private, or government agencies working on conservation can best assist the expansion, development, and implementation of environmental programs in Asia. This document contains summary results; a discussion of the methods, programs, audiences, objectives, and limitations of the study; a narrative summary of the results; a numerical description of results and statistics; respondent comments; and a copy of the survey. Recommendations are addressed in terms of training and educational materials. (CW)

ED 325 432   SO 030 222

Chilcoat, George W.
"Sisters Are Doin' It for Themselves" The Feminization of American History Through Popular Culture as Method.
PUB DATE- Nov 86
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (New York, NY, November 15, 1986).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Teaching; Creativity; Curriculum Enrichment; *Educational Strategies; Feminism; High Schools; History Instruction; Instructional Materials; Modern History; *Popular Culture; Slides; *Social History; Social Studies; Songs; *United States History; Visual Aids; *Womens Studies
IDENTIFIERS- *Womens History

In considering the historical contributions of women in a high school history course, a series of projects were developed that were activity oriented, created student involvement in historial research, and organized to feature the roles women have played in the development of the United States. Classroom procedures are introduced based on early popular culture forms: (1) the popular story paper; (2) the illustrated song slide; (3) the comic book; and (4) the crankie (a simple, homemade, story device made out of a cardboard box with two dowel sticks and a roll of paper with pictures and words). The objectives for the project are described as well as the rationale for employing these four techniques. The format for a "Student Guide to Writing a Literary Story Paper" as well as all materials used in teaching the song slide, comic book, and crankie segments are included. A 26-item bibliography is appended. (NL)

ED 325 449 SP 032 666

Tochon, Francois V.
Pragmatic Epistemology of Focal Teacher Thinking.
PUB DATE- 15 Jun 90
NOTE- 17p.; Paper presented to the Ontario Institute for Studies in Education (Toronto, Ontario, Canada, June 15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Techniques; *Cognitive Mapping; *Discourse Analysis; *Epistemology; Foreign Countries; Junior High Schools; Language Arts; Language Processing; *Lesson Plans; *Pragmatics; Secondary Education; Student Motivation
IDENTIFIERS- Switzerland

Pragmatic epistemology of focal teacher thinking appears tightly shaped by modular connections between task domains and pragmatic organizers. Discussions with a group of language teachers identified four domains of tasks: (1) oral activities; (2) writing activities; (3) reading activities; and (4) language technique activities (grammar, spelling). Three pragmatic functions are noted: the narrative pragmatic function, which transforms curricular knowledge into themes and images; the instrumental pragmatic function, which organizes curricular intentions in terms of skills, operations, and procedures that could be transferred from one domain to another; and the experiential pragmatic function which transforms curriculum knowledge into global actions, interactions, and actualized experiences. These three pragmatic functions of focal teacher thinking, spontaneously developed in teachers' epistemology, seem to be ways of motivating students. An excerpt from an interview with one teacher is presented and analyzed to demonstrate its pragmatic epistemology. (JD)

ED 325 497 TM 015 721

Ellis, Gwendolyn E.
Observation of Children Exposed to Crack/Cocaine and Children Nonexposed during a Functional Math Lesson.
PUB DATE- Oct 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Behavior Disorders; Black Students; Classroom Observation Techniques; Comparative Analysis; *Crack; Drug Abuse; *Elementary School Students; Grade 2; Interviews; *Learning Processes; Mathematics Instruction; Primary Education; Qualitative Research; Teacher Student Relationship; Videotape Recordings; White Students
IDENTIFIERS- Fetal Drug Exposure

This study examined the learning/behavioral patterns of children exposed to drugs and those not exposed during a math lesson. Data were collected concerning four male second graders (three white students and one black student) and their teachers. All of the students were classified as having severe behavioral handicaps. Two of the students had been exposed to crack/cocaine at birth, and the other two students had not been exposed to drugs. Teacher expectations as well as students' behaviors were addressed in the study design. The data permitted a detailed qualitative analysis of a classroom setting. Data from formal and informal observation sessions, audiotaped teacher interviews, and videotaped sessions of classroom interactions suggest that there are no observable differences in the learning/behavior patterns of children exposed to drugs when compared to those not exposed to drugs. These results support the need for further research concerning teacher-student interaction in the classroom setting. Examination of special teacher preparation for dealing with children exposed to drugs is suggested. (TJH)

ED 325 283   RC 017 861

Darnell, Frank; And Others
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Prehigher Education in the Unorganized Borough: Analysis and Recommendations with Appendix.
SPONS. AGENCY- Alaska Federation of Natives, Anchorage.; Alaska State Dept. of Education, Juneau.; Alaska State Legislature, Juneau.
PUB DATE- Jan 74
NOTE- 234p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *Change Strategies; Decentralization; *Educational Assessment; *Educational Change; Elementary Secondary Education; Equal Education; Program Effectiveness; Public Education; Rural Areas; *Rural Education; School District Reorganization; *State Programs; *State School District Relationship
IDENTIFIERS- *Alaska; Bureau of Indian Affairs; Bureau of Indian Affairs Schools

This report is an analysis of issues in Alaska's elementary-secondary education system, based on 25 position papers delivered at a Center for Northern Educational Research forum in 1973. The forum arose from the widespread perception of need for educational reorganization and a concern about equal educational opportunities for Native Americans. The papers examined 10 broad options for reforming Alaska's school system, consisting of 29 local school districts, the Alaska State-Operated School System (ASOSS), and rural schools operated by the U.S. Bureau of Indian Affairs (BIA). Regionalization of Alaska education is a subject that received considerable discussion in the papers. The major desire was for larger units to perform central office functions such as budgeting that local boards were reluctant to do. The analysis observes real and deep dissatisfaction with educational delivery in rural unorganized boroughs, and extensive controversy as to the best change strategies. The existing centralized ASOSS administration was perceived as being inefficient and frustrating to local leadership. ASOSS and BIA were seen as inhibiting rather than promoting educational improvement. The document makes many recommendations, largely concerned with legislative reform directed at reorganizing educational delivery in the unorganized boroughs. The recommendations are made in the hope that local initiative can join political reality for effective and reaching change. An appendix includes all the position papers and edited transcripts of other forum presentations. (TES)

ED 325 312 SE 051 647

Guerrero, Frank; Stevens, Joy
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Chapter 1 Corrective Mathematics Program 1988-89. Evaluation Section Report.

PUB DATE- May 90
NOTE- 74p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Course Evaluation; Educational Assessment; *Mathematics Education; Pretests Posttests; Program Effectiveness; Program Evaluation; Program Validation; *Remedial Instruction; *Remedial Mathematics; Remedial Programs; Review (Reexamination); Secondary Education; *Secondary School Mathematics; Standardized Tests; Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

The Chapter 1 Corrective Mathematics program provided supplementary, individualized instruction in mathematics using both face-to-face instruction and computer-assisted instruction (CAI) for eligible students attending nonpublic schools in New York City. The objective for the 1988-89 Corrective Mathematics Program was that students would achieve statistically significant mean gains in normal curve equivalents (NCEs) on standardized tests. This document provides the findings of this evaluation based on data from document reviews, analyses of mean gains on standardized test scores, site visits, interviews with program teachers, and analyses of the CAI teacher survey given to 20 CAI teachers. The following items are included: (1) a brief introduction to the program and the program evaluation; (2) a program description; (3) a discussion of the program implementation; (4) the results of the CAI teacher survey; (5) a summary of student outcomes; and (6) conclusions and recommendations. Appendices include a description of the Chapter 1 Nonpublic School Reimbursable Services, 1988-89; and a copy of the Computer Assisted Instruction Teacher Survey. (KR)

ED 325 347 SE 051 683

Arkansas State Dept. of Education, Little Rock.
Item Specifications, Science Grade 8. Blue Prints for Testing Minimum Performance Test.
PUB DATE- 88
NOTE- 36p.; For a related document, see SE 051 682.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Biological Sciences; Earth Science; *Educational Objectives; Energy Education; Environmental Education; Grade 8; Junior High Schools; Middle Schools; Physical Sciences; Science Education; *Science Tests; *Scientific Concepts; *Secondary School Science; *Test Items
IDENTIFIERS- *Arkansas Minimum Performance Test

These item specifications were developed as a part of the Arkansas "Minimum Performance Testing Program" (MPT). There is one item specification for each instructional objective included in the MPT. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each item contains: (1) an objective identification number; (2) grade level; (3) subject area; (4) goal identification; (5) skill description; (6) stimulus attributes; (7) response attributes; and (8) sample items. It is suggested that teachers may use these specifications in a variety of ways. Teachers may use them as a guide in the development of evaluation instruments to check student performance, inform paernts about what their child will face on the MPT, and familiarize their students with the MPT. Covered in this guide are items which test science concepts including: process skills; cells; heredity and change; body systems; classification and simple organisms; animals; plants; environment; earth history; matter and earth materials; earth processes; meterology; oceanography and water cycle; universe and astronomy; and energy and natural resources. (CW)

ED 325 540 UD 027 463

Nathan, Joe
Metropolitan Affairs Corp., Detroit, MI.
Choice and Excellence in Public Education. Perspectives on National Trends.
PUB DATE- Jun 87
NOTE- 29p.; Paper presented at a luncheon and workshop sponsored by the Metropolitan Affairs Corporation (MAC) and the Southeast Michigan Council of Governments (SEMCOG) (Southfield, MI, March 26, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Preparation; Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *Parent Participation; *Professional Autonomy; Public Education; *School Choice; *School Restructuring; Urban Schools; Workshops
IDENTIFIERS- *Empowerment

This report discusses national trends in achieving excellence in public education. Although graduation rates have improved greatly since the late 1940s and early 1950s, school restructuring is necessary if the basic skills of the nation's youth are to be improved sufficiently to meet the economic challenges of the 1990s. State governors are particularly concerned with education for the following reasons: (1) education is one of the largest items in state budgets; (2) a skilled labor force is required to attract modern industry to a state; (3) there is a direct relationship between the percentage of dropouts and the percentage of incarcerated persons in a state; and (4) the United States has always had a leadership role in education. The "Governors' 1991 Report on Education" suggested the following key recommendations to improve the quality of education: (1) make strategic investments in education; (2) treat teachers and principals as professionals; and (3) provide more choices among public schools. Empowerment of teachers and low-income parents in New York (New York) and Cambridge (Massachusetts) has resulted in the development of innovative curricula, reduced teacher attrition, and increased achievement test scores for minority group students. School choice plans in Minnesota, Florida, Arizona, and Michigan have increased academic achievement and improved college preparation. Responses to questions from participants are included. (FMW)

ED 325 556 UD 027 632

Educational Priorities Panel, New York, N.Y.
Hanging In: A Study of Student Credit Accumulation in High Schools.
PUB DATE- 90
NOTE- 120p.; Appendixes B, H, K, L, and M present various legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Attendance Patterns; Course Selection (Students); *Credits; *Dropouts; Educational Counseling; Graduation Requirements; High Schools; *High School Students; Institutional Evaluation; Interviews; Questionnaires; School Schedules; *Student Attrition
IDENTIFIERS- *New York City Board of Education

The purpose of the study described in this report was to ascertain why students in New York City high schools are earning insufficient credits to graduate in four years. Specific objectives of the study include the following: (1) to identify patterns and trends in credit accumulation among high school graduates and dropouts; (2) to determine and analyze the prevalence of noncredit bearing courses in students' schedules; (3) to identify New York State, Chancellor's, and High School Division regulations, requirements, policies, and practices that significantly affect student programs and course credit accumulation; (4) to identify innovative practices in program structure and scheduling that might improve credit accumulation; and (5) to determine the quantity and impact of assistance provided to students in course selection. The main report contains a summary; a section of background information; and sections on the study purpose, study methodology, and study findings. Based on the findings, the report concludes with the following recommendations: (1) beginning in the ninth grade, the school system should systematically provide students, parents, and schools with the number of credits accumulated and the number needed for graduation, as well as how each student compares to others at the same level; (2) more funds and remedial resources should be directed to pre-high school and ninth-grade programs; (3) programs to promote credit accumulation should be studied so that successful programs can be replicated and unsuccessful ones phased out; (4) the student's accumulation of credits should not depend on the high school he/she happens to attend; and (5) the Board of Education should establish a citywide policy on credit accumulation. Appendixes include the study instruments and responses; a summary of follow-up interviews; and the pertinent Commissioner's and Chancellor's regulations. (MYM)

ED 325 570   UD 027 707

Yang, Doua; North, David

Profiles of the Highland Lao Communities in the United States. Final Report.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Nov 88
NOTE- 132p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Asian Americans; *Demography; Employment Patterns; Hmong People; Laotians; National Surveys; *Population Distribution; *Refugees; Welfare Recipients

This collection of statistical data on the 90 Highland Lao communities in the United States is designed to help members of those communities and people working in refugee-serving agencies to better assist this refugee group. Information was provided by community leaders, state refugee coordinators, and county human resource officials in 1988. Profiles of 71 Hmong communities in 30 states include the estimated size of the population and information about jobs held by refugees and services available to them. The following other Highland Lao populations, residing in 19 communities in eight states, are also profiled: (1) Iu Mien; (2) Khmu; (3) Lahu; (4) Loa Lue; and (5) Lao Tinh. The following national findings are reported: (1) the estimated total population of the Hmong communities was 105,253 and the estimated total population of the other communities was 12,777; (2) most of the highland Lao live in California, Wisconsin, and Minnesota; (3) the self-sufficiency rate nationwide (the percentage of families who do not receive cash assistance) for the Hmong was 37 percent, and the rates for the other groups varied greatly; (4) generational problems, mental health, juvenile delinquency, marital problems, cultural adjustments, and drug abuse were the most frequently cited problems; and (5) drug abuse was mentioned only in the largest urban communities. Statistical data are presented in seven tables and one graph. (FMW)

ED 325 586 UD 027 731

National Urban League, Inc., New York, N.Y.
1989 National Priorities Report.
PUB DATE- Jul 89
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Community; Community Organizations; *Community Programs; National Organizations; *National Programs; National Surveys; *Needs Assessment; *Resource Allocation
IDENTIFIERS- *African Americans; *National Urban League

This report presents rankings of major program areas and subareas of concern to African Americans based on responses to a questionnaire completed in February 1989 by local chapters of the National Urban League. The local chapters rank the areas according to needs in their community and priority for the Urban League Movement. This information is gathered annually to ensure local Urban League input into the national body's planning process and to enable the community to receive its fair share of United Way support. In addition to the rankings, the report includes analyses of United Way allocations, the labor market situation, and a discussion of the program areas. The Urban League priorities for 1989 are: (1) Education; (2) Employment and Training; (3) Housing; (4) Civil Rights; (5) Economic Development; (6) Health; (7) Social Welfare; (8) Crime/Criminal Justice; (9) Community Organization; (10) Citizenship Education; (11) Energy; and (12) Environment. The six leading subareas for 1989 are: Family Communication; Parenting Education; and Support Services; Teenage Pregnancy; Low Income Energy Assistance; Networking; Juvenile Delinquency; and Voter Registration. Lists of participating affiliates and 12 tables showing the national and regional tallies are included. (DM)

ED 325 269 RC 017 815

Allen, Arthur W., III; Kleinfeld, Judith, Ed.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
Cross-Cultural Counseling: The Guidance Project and the Reluctant Seniors. Teaching Cases in Cross-Cultural Education No. 7.
PUB DATE- 90
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; Case Studies; *Counseling Effectiveness; Counseling Techniques; *Cultural Differences; *Educational Counseling; Guidance Programs; High Schools; *High School Seniors; Noncollege Bound Students; Program Development; Rural Schools; Teacher Education
IDENTIFIERS- Alaska; *Teacher Counselors; *Yupik Eskimos

This case report describes a rural Alaska high school teacher's efforts to motivate nine Yup'ik Indian seniors to plan for their futures after high school. The case was written as a training tool to help teaching students to: (1) spot issues and frame problems in complex teaching situations; (2) interpret a situation from different perspectives; (3) identify different possibilities for action; and (4) consider the ramifications of different courses of action. The teacher in the case wants his students to attend college or vocational school and volunteers for the difficult position of "site guidance counselor." The report describes the teacher's efforts to develop a guidance program, his concerns about whether he is pushing his students too hard and whether his aspirations for them conflict with their Indian cultural values. It describes how he plans a special 2-week guidance project, the result of his project, and what finally happens to the students the year after high school. Discussion questions encourage prospective teachers to consider cultural shifts and conflicts faced by the rural Yup'ik students, their understanding of possible adult lifestyles, possible modifications in the guidance program, and the measures of its success. Other topics discussed include the following: (1) the nurturing nature of rural Indian villages that might hinder students' ability to prepare for adulthood; (2) college entrance rates in Alaska by ethnicity and gender; (3) participation of Inupiat men and women in the wage economy; (4) counseling programs in small rural high schools; and (5) broadening students' experience with travel programs. (TES)

ED 325 330 SE 051 666

Harding, Abigail

The Relationship of Logical Thinking and Disembedding Ability to a Conceptual Shift Using a Physical Science Concept.

PUB DATE- 90
NOTE- 174p.; Doctoral Dissertation, Ohio State University. Contains some small and broken type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Abstract Reasoning; Cognitive Development; *Cognitive Processes; *Cognitive Structures; Concept Formation; Learning Strategies; *Logical Thinking; *Misconceptions; Physical Sciences; Science Education; Secondary Education; *Secondary School Science

This study describes the relationship of two cognitive variables, logical thinking and disembedding ability, to learners' abilities to make conceptual shifts from less acceptable to more acceptable conceptual understandings of a physical phenomenon. The difference in the logical thinking and disembedding ability of students who exhibited different levels of conceptual understanding of an event ranged from no understanding to an acceptable level of understanding. The differences in the logical thinking and disembedding ability of students who were able to make a conceptual shift were compared to those who did not make a shift. Recommendations for curriculum, teachers, logical thinking skills, learners, and for further research are included. Student worksheets, Test of Logical Thinking (TOLT), Group Embedded Figures Test (GEFT), an explanation of the burning candle event, a conceptual understanding form, and a student permission form, are appended. (KR)

ED 325 364 SE 051 700

Arizona State Dept. of Education, Phoenix.
Arizona Essential Skills for Mathematics.
PUB DATE- Jul 87
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Attitudes; *Career Awareness; Curriculum Development; Developmental Stages; *Elementary School Mathematics; Elementary Secondary Education; Mathematical Concepts; Mathematics Education; *Mathematics Skills; *Problem Solving; *Secondary School Mathematics; State Curriculum Guides; Teacher Education; Technology; Thinking Skills

This document contains a list of recommended essential mathematical skills and outcomes developed for Arizona students from primary through secondary grades. These skills have been developed by using a spiral structure of individual clusters of objectives that are taught at an initial level and then retaught at higher levels as students progress through each grade. This list was based on a foundation statement which said that students deserve an opportunity to participate in a curriculum which fosters their understanding of mathematics, encourages mathematical thinking, provides for career options, and nurtures an interest in the field. The guide discusses the following aspects of mathematics: problem solving; concrete learning experiences; the learning environment; teaching for understanding; the nature of mathematics and how it should be taught; the significance of mathematics; student attitudes; addressing the needs of a diverse student population; technology; and staff development. (KR)

ED 325 382   SE 051 722

Bray, Lynne M.

Increasing Students' Abilities To Solve Word Problems through Concrete and Problem Writing Experiences.

PUB DATE- Jun 88

NOTE- 64p.; M.S. Practicum, Nova University. Some pages contain light and broken type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Cognitive Development; *Elementary School Mathematics; Grade 3; Individual Instruction; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Tests; Primary Education; *Problem Solving; *Word Problems (Mathematics)

In this project, a plan for solving word problems based on the students' level of development was developed. A 10-week implementation of a plan for solving word problems at the concrete level of development included the use of a flow chart or plan to map out and solve word problems. Students then used the flow chart and manipulatives to develop and write word problems of their own, in large group and small group situations. Results of the post-test showed that the students' ability to solve word problems improved through the use of this implementation plan. Twenty-four third grade students in the target group demonstrated the ability to solve word problems as evidenced in average to above average stanines in Math and Reading Comprehension on the Stanford Achievement Test. Included in this document are the purpose of the project, a brief literature review, a discussion of the methods used, results, and recommendations. Appended are surveys, tests, and correspondence. (CW)

ED 325 399 SE 051 739

Allen, Robert

Development of a Math Manipulative Parent/Teacher Training Program for Remediating Elementary Chapter I Students.

PUB DATE- 90
NOTE- 91p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arithmetic; Elementary Education; *Elementary School Mathematics; Inservice Education; *Manipulative Materials; Mathematics Education; *Mathematics Skills; Parent Child Relationship; Parent Education; *Parent Participation; Parents as Teachers; *Parent Workshops; Pretests Posttests; Program Development; Remedial Instruction; *Remedial Mathematics; Remedial Programs

This practicum was designed to expand the scope of the inservice mathematics manipulative training program to address the lack of parent and teacher understanding of the use of manipulatives that are used by Chapter I math tutors to remediate students. A second aim was to acquaint and assist parents and teachers with remediation of educationally deprived elementary school aged children by using manipulatives. A parent survey and needs assessment was used to develop and facilitate inservice mathematics manipulative training sessions which focused on helping parent and teachers understand manipulatives for remediating basic mathematics skills. Included in this study are the: (1) "Introduction"; (2) "Study of the Problem"; (3) "Anticipated Outcomes and Evaluation Instruments"; (4) "Solution Strategy"; and (5) "Results, Conclusions and Recommendations". Appended are a copy of the parent survey, pre- and post-parent/teacher surveys, and miscellaneous documents. (Author/KR)

ED 325 415 SO 030 054

Maxwell, Margaret, Ed.
Massachusetts Univ., Amherst. Center for International Education.
African Studies Handbook for Elementary and Secondary School Teachers. Third Edition.
PUB DATE- Jan 83
NOTE- 224p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- •African Studies; Area Studies; •Cultural Influences; •Curriculum Enrichment; •Developing Nations; Educational Resources; Elementary Secondary Education; Foreign Countries; Global Approach; Instructional Materials; Learning Activities; Social Studies; Teaching Methods; Visual Aids
IDENTIFIERS- •Africa

Teachers from Worcester (Massachusetts) Public Schools and the University of Massachusetts collaborated in a Teacher Corps project to publish a resource handbook on African studies to be utilized in U.S. elementary and secondary classrooms. The handbook contains selected classroom activities and resources that enable both students and teachers to examine aspects of African life. The objectives of the handbook are to counteract stereotypes, illuminate interdependencies between African countries and the United States and encourage U.S. students to view themselves as world citizens. The activities allow students to view specific African life styles from multiple perspectives. An extensive annotated bibliography of resources provides content information and teaching guidelines. The lesson plans use a participatory method of instruction and unit topics include: "The Diversity of Africa"; "Appreciating African Art Forms"; and "Women's Roles in Africa." (NL)

ED 325 467 SP 032 707

Griswold, Philip A.

To Know or To Do: A Distinction between Content- and Performance-based Curriculum for Educational Psychology.

PUB DATE- Oct 89

NOTE- 23p.; Paper presented at the Annual Meeting of the Midwest Association of Teachers of Educational Psychology (Oxford, OH, October 6-7, 1989). Handwritten flow charts may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Dissonance; Concept Formation; *Course Objectives; *Educational Psychology; Higher Education; Metacognition; Preservice Teacher Education; *Student Reaction; *Theory Practice Relationship

IDENTIFIERS- Knowledge Base for Teaching

A description is given of a course in educational psychology in which students learn to apply the principles of educational psychology in understanding their own learning before they are expected to understand and apply these principles to children's learning. The course focuses on the application of the principles of educational psychology, i.e., conceptual images, self-monitoring, negotiation of meaning, and social interaction. The course objectives are to: (1) understand the difference between learning in school and learning out of school; (2) apply a cognitive learning strategy to the study of educational psychology which is generalizable to other disciplines; (3) develop a knowledge base about the learner and the learning process; and (4) analyze and appreciate one's own learning by applying the cognitive learning strategy and the knowledge base to a prescribed learning experience. The paper offers insights into the reactions of the students to the course and the value of the cognitive dissonance they experienced. (JD)

ED 325 483 TM 015 663

Choy, Susan P.; Gifford, Antoinette G.
MPR Associates, Berkeley, CA.
Profile of Undergraduates in American Postsecondary Institutions. Survey Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 192p.; Data Series: NPSAS-87.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demography; Enrollment; *National Surveys; Postsecondary Education; Profiles; *School Statistics; *Socioeconomic Status; Statistical Data; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Tables (Data); *Undergraduate Students
IDENTIFIERS- High School and Beyond (NCES); Integrated Postsecondary Education Data System; *National Postsecondary Student Aid Study

Using data from the 1986-87 National Postsecondary Student Aid Study (NPSAS), this statistical report profiles undergraduate students enrolled in postsecondary institutions in the United States. NPSAS data were supplemented with data from other sources, particularly, the Integrated Postsecondary Education Data System and High School and Beyond Study. In the fall of 1987, 12.4 million students were enrolled as undergraduates in American postsecondary institutions (7.6 million on a full-time basis and 4.8 million on a part-time basis). Just over one-half of these students were enrolled in 4-year institutions. Areas addressed in this statistical report include: (1) overall undergraduate enrollments; (2) demographic and socioeconomic characteristics; (3) academic preparation; (4) enrollment characteristics; (5) sources of financial support; and (6) educational objectives and college choice. Demographic and socioeconomic categories covered include: sex, race/ethnicity; age; family background; citizenship and veteran status; income; and father's educational attainment and occupational status. Academic preparation data include: information on high school graduation; high school concentrations; and Scholastic Aptitude Test and American College Test scores. Enrollment characteristics include: types of institutions attended; attendance status; housing arrangements; fields of study; and remedial education status. Dependency status and sources of support are also provided in the area of student aid. Twenty-two graphs and 26 data tables are provided. A glossary, technical notes, a discussion of the study methodology, and 28 supplemental tables are appended. (TJH)

ED 325 512 TM 015 750

Moore, Alan D.; Cross, Tracy L.

The Spirit Is Willing, but the Flesh Is Weak: Criterion-Referenced Testing in Wyoming.

PUB DATE- Oct 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (8th, Greeley, CO, October 4-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Criterion Referenced Tests; *Educational Needs; Elementary Secondary Education; Norm Referenced Tests; Public Schools; Questionnaires; School Districts; *School Surveys; State Programs; State Surveys; *Superintendents; *Testing Problems; Testing Programs; Test Use
IDENTIFIERS- *Wyoming

The perceived needs of public school personnel in Wyoming with respect to the development and use of criterion-referenced tests (CRTs) as part of a district-wide testing program were assessed using a survey designed for the study. Questionnaires were sent to all superintendents, assistant superintendents, and curriculum directors in the state. Of the original 67 questionnaires mailed, 51 (76%) were returned after a follow-up mailing to non-respondents from the first mailing. Data were coded, and frequencies were tabulated for each item on the questionnaire. In all, 42% of the respondents reported that their testing program was primarily norm-referenced. Another 42% reported that a combination of norm-referenced tests and CRTs was in use. Over half (53%) of the respondents reported great or extreme need, 27% reported moderate need, and 16% reported slight need or no need for professional development in constructing, validating, and using CRTs. On-site consulting, professional development seminars, extension course work through the University of Wyoming (Laramie), and a summer institute were seen as most desirable or feasible. Results indicate that Wyoming schools are in a state of transition in terms of criterion-referenced testing; these schools are willing to adopt CRTs, but are too weak in skills to use them effectively. A list of 16 skills that educators need in order to use CRTs appropriately is included. Five tables contain information about survey responses. (SLD)

ED 325 526 TM 015 786

McNeil, Keith

Use of the New One Group Posttest Only Design.

PUB DATE- Oct 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compensatory Education; *Control Groups; *Evaluation Methods; *Models; *Pretests Posttests; Program Effectiveness; *Program Evaluation; *Research Design
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *One Group Posttest Design

The one group posttest only evaluation model has been identified as a relatively inexpensive and useful model that can identify program components that are not being successful. The use of the model is discussed and illustrated through a hypothetical evaluation of a compensatory (Chapter 1) program. The one group posttest only evaluation model makes it possible to evaluate a compensatory program when there is no available comparison group and no pretest data are available. The design is valuable for three reasons: (1) evaluators seldom, if ever, find a perfect comparison group; (2) it can be very difficult to find a test that serves as a pretest and can also measure the objectives adequately at posttest; and (3) the design allows for identification of the components of the program that are not successful, providing guidance for program improvement decisions. Two tables and five figures illustrate the discussion. (SLD)

ED 325 600 UD 027 753

Braddock, Jomills Henry, II

Center for Research on Effective Schooling for Disadvantaged
  Students, Baltimore, MD.

Tracking: Implications for Student Race-Ethnic Subgroups. Report No.
  1.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- Feb 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- American Indians; Asian Americans; Black Students;
  Elementary Secondary Education; *Grouping (Instructional
  Purposes); High School Students; Hispanic Americans; Longitudinal
  Studies; Middle Schools; *Minority Group Children; National
  Surveys; *Racial Distribution; Secondary Education; *Secondary
  School Students; *Track System (Education); White Students
IDENTIFIERS- African Americans

This study analyzes data from multiple national representative samples to describe the status of curriculum tracking and ability grouping in middle and high schools and the effects on the following student groups: (1) African Americans; (2) Hispanic Americans; (3) American Indians; (4) Asian Americans; and (5) Whites. Statistical data from the following studies were analyzed: (1) High School and Beyond (HSB); (2) the National Longitudinal Study of the High School Class of 1972 (NLS); (3) the National Survey of Middle School Principals, 1988; and (4) the National Assessment of Educational Progress (NAEP) Young Adult Literacy Survey, 1986. The implications of the following findings are discussed: (1) racial/ethnic minorities are disproportionately distributed among tracks and ability groups; (2) the effects of tracking and ability grouping are especially negative for African American, Hispanic American, and American Indian students; (3) the effects of tracking and ability grouping are positive for Asian American students but have negative implications; and (4) 10-year trends reveal negative implications of tracking for White students. Alternatives to tracking and ability groups are suggested. A list of 15 references and eight tables of statistical data are appended. (FMW)

ED 325 298 RC 017 886

Monk, David H.; Haller, Emil J.

High School Size and Course Offerings: Evidence from High School and Beyond.

PUB DATE- 7 Apr 90

NOTE- 61p.; Tables 1-7 contain small type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Advanced Courses; *Courses; Course Selection (Students); *Educational Opportunities; Elective Courses; *Equal Education; High Schools; Rural Education; Rural Schools; *Rural Urban Differences; *School Size; *Secondary School Curriculum; Urban Schools; Vocational Education

IDENTIFIERS- High School And Beyond (NCES)

This paper examines the degree to which high-school course offerings are unequally distributed across schools, paying attention to relationships between school size and the incidence of new course titles in various curriculum areas. The inquiry is based on the presumption that economies of scale play a role in educational opportunity. The study is based on data from 1,015 New York high schools responding for the "High School and Beyond" surveys. It asks how economies of scale manifest themselves in curricular offerings, differentiating between academic and vocational offerings and among high schools across urban, suburban, and rural settings. The data reveal a strong positive relationship between school size and the available number of unduplicated full-year courses and credit offerings. Among like-sized high schools, those considering themselves "rural" offer fewer unduplicated full-year courses. Rural schools, however, offer a comparable or larger number of part-year courses than their like-sized counterparts. The results suggest that large-school students benefit disproportionally in the foreign language and arts portions of the curriculum. Rural schools offer fewer different courses compared to similarly sized nonrural schools. As school size increases, the number of basic courses grows at a rate slower than the number of both remedial and advanced courses. The findings show that both school size and rurality have consequences for educational opportunity and that these consequences are distributed unequally across areas of the curriculum. The document concludes by raising a wide range of educational-equity and research issues. (TES)

ED 325 313 SE 051 648

Berney, Tomi D.; Barrera, Marbella
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Bilingual Mathematics and Science Achievement, 1988-89. Evaluation Section Report.

PUB DATE- Apr 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement; *Bilingual Education; *Bilingual Education Programs; Bilingual Instructional Materials; Bilingual Teachers; Curriculum Development; *Inservice Teacher Education; Mathematics Education; Peer Teaching; Program Effectiveness; Program Evaluation; Science Education; Science Teaching Centers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Teaching Methods; Tutoring; *Workshops

This report documents the evaluation of the Bilingual Mathematics and Science Achievement Program (Project BMSA) for students of limited English proficiency. The bilingual program was designed to provide intensive mathematics and science instruction, using mastery level concepts, in the native language and to incorporate mathematics and science concepts and themes into English language classes. The project provided training for teachers of students of limited English proficiency by offering workshops in science and mathematics and developed curriculum materials for both subjects. To evaluate the program, OREA interviewed project coordinators, observed a science workshop, and collected data on participants' ratings of the workshops. This document summarizes the results of an evaluation of the staff development aspect of the program. The peer teaching aspect of the program (Project SUMA) is briefly mentioned. A brief overview and history of the program, a summary of the evaluation methodology, and a summary of the evaluation findings of the evaluation of the mathematics and science comonents are presented. (KR)

ED 325 433 SO 030 344

Stanton, Patricia A.
Women in Modern Indian Literature: High School Level.
PUB DATE- Jan 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Fiction; Foreign Countries; High Schools; Instructional Materials; Learning Activities; *Secondary School Curriculum; Social Studies; Teaching Methods; *Womens Studies
IDENTIFIERS- *India; *Indian Literature

Secondary school lessons on women in modern Indian society as they are portrayed in 20th century works of literature are presented. The lessons focus on four novels, and could be read in conjunction with the study of a period of Indian history. Each lesson features background on the author, a list of discussion questions, and suggested writing activities. An annotated list of works featuring 20th century women authors who have been recognized by the world community for their achievements also is provided. As background reading for teachers, a lecture on the status of women and a brief history of the womens' movement in India is appended. (DB)

ED 325 450 SP 032 667

Butt, Richard L.; And Others
Speculations on the Nature and Facilitation of Teacher Development as Derived from Teachers' Stories.
PUB DATE- Apr 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Context Effect; Elementary Secondary Education; Foreign Countries; Higher Education; *Individual Development; Interaction; *Interpersonal Relationship; *Personal Narratives; *Professional Development; Research Methodology; *Role Perception; Staff Development; *Teacher Attitudes; Teacher Characteristics; Teaching Experience

This paper reports on some speculations arising from a long-term research project which utilizes data from teachers' autobiographies in understanding the nature of teachers' knowledge and development. The work is part of an increasing body of research which uses biographical methods to aid in understanding teachers' lives, careers, cultures, and life worlds. At the beginning of the paper in understanding is used to provide a human and personal example in which a discussion of teacher development may be grounded. Following this, the general characteristics of how teacher development occurs, and under what conditions, are considered as discerned from a study of over 75 teacher autobiographies. Finally, the autobiographical approach is examined for its potential for self-initiated, peer-assisted teacher development. A university course in the construction of autobiographies through dialogue and discussion is described which seemed to demonstrate that, while autobiography is a fundamental form of personal and professional inquiry, it can be done more easily when supported and catalyzed by colleagues. The potential for collaborative autobiography for team building and mutual bonding at the school level is also explored and it is concluded that collaborative authobiography provides a facilitative context for staff development that can be adapted for school-based projects and collaborative action research. (JD)

ED 325 498 TM 015 723

Yusuf, Mian Muhammad
LOGO Based Instruction.
PUB DATE- Oct 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Comparative Analysis; *Computer Assisted Instruction; *Geometry; Grade 9; *High School Freshmen; *Mathematics Instruction; Mathematics Teachers; Pretests Posttests; Secondary School Mathematics; *Student Attitudes; Teacher Attitudes; White Students
IDENTIFIERS- *LOGO Programing Language

Findings of a 1989 research study on LOGO-based instruction for teaching abstract concepts of geometry are reported in an effort to encourage mathematics teachers to use the LOGO language in computer-assisted instruction. Thirty-three ninth graders (19 males and 14 females) (6 white students and 27 black students) were involved in the controlled pretest-posttest study design. The experimental group was taught using lesson plans, LOGO programs, LOGO tutorial programs, student handouts, class activity sheets, homework sheets, and other teaching materials. The control group was taught using a textbook, formal lectures, and paper-and-pencil activities. Pretests and posttests involved Likert and semantic differential scales, and 13 students were interviewed. An analysis of covariance was applied using pretest scores as covariate variables and posttest scores as dependent variables. Results indicate that students receiving LOGO-based instruction performed better and developed more positive attitudes toward learning geometry. Findings are presented on teacher attitudes and student preferences regarding cooperative use of computers with other students. (TJH)

ED 325 587 UD 027 733

Rafferty, Yvonne
The Challenge of Educating Children Who Are Or Have Been Homeless.
PUB DATE- 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Public Health Association (118th, New York, NY, October 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Behavior Problems; *Childhood Needs; Children; Elementary Secondary Education; Health Needs; *High Risk Students; *Homeless People; Housing Needs; Hunger; *Poverty; Public Policy; *Special Needs Students; Underachievement; Urban Problems
IDENTIFIERS- Shelters

Homeless children confront abject poverty and experience a constellation of risks that are having a devastating impact on their well-being. This paper reviews research linking homelessness among children to hunger and poor nutrition, health problems and lack of health and mental health care, developmental delays, psychological problems, and academic underachievement. In every category explored, children growing up in shelters and hotels are worse off as a group when compared with their permanently housed peers of the same age. Yet homeless children continue to be warehoused in uninhabitable shelters and hotels for excessive periods of time. Since the problems associated with homelessness have only recently been recognized, only the short-term consequences have been examined; little attention is being paid to the long-term trauma to these children. The social costs of producing a lost generation of children, which will include increased costs for criminal and juvenile justice, medical care, and special education programs, are likely to exceed substantially the costs of providing sufficient amounts of permanent housing to end the crisis of homelessness. Our cities and our nation must develop means to defray the enormous societal and human costs of homelessness. A list of 20 references is appended. (AF)

ED 325 284 RC 017 862

Taylor, Dorothea M.
Perceptions of Teachers in Small, Isolated Alaskan Schools Regarding Supervision Received Compared to Supervision Preferred.
PUB DATE- 10 Jun 86
NOTE- 81p.; Doctoral Dissertation, University of Montana.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Role; Faculty Development; Inservice Teacher Education; Mail Surveys; Rural Schools; *Small Schools; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Education; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Alaska; Teacher Attitudes Toward Evaluation

This document summarizes a study examining perceptions of supervision by teachers in small, isolated Alaskan schools. The study was conducted to provide information for improving rural teacher supervision, for assisting teacher development, and for improving teacher-supervisor relationships. The study, based on a mail survey that gathered 156 usable returns, suggests that many rural Alaska teachers favor introducing more supervisory practices recommended by educational literature. Profiles were developed to summarize differences in teachers' perceptions of supervisory needs in various-sized schools. The largest discrepancies are in perception of the need for greater teacher participation in determining their evaluation criteria, provision of demonstration lessons, opportunities to observe other teachers, and greater participation in planning inservice programs. Teachers, especially the newest and those most experienced, reported a need for more information concerning professional development opportunities. Teachers desire more participation in school-operation decisions, including budget planning. Teachers perceive the need for more collegial teacher-supervisor relationships. The problem of conflicting roles of the supervisor as teacher-helper and as evaluator needs more discussion by supervisors. Few respondents named their supervisor as a main motivator for new teaching techniques. One-third of the teachers named dissatisfaction with administration as reason for leaving a previous teaching position. Interpersonal relations skills were named as the most important supervisory strength. Recommendations based on teachers' perceptions are offered. This report contains approximately 110 references. (TES)

ED 325 331   SE 051 667

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
Interactive Genetics Tutorial Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 194p.; Document contains some light and broken type especially in Appendix D.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *College Science; Computer Assisted Instruction; *Computer Uses in Education; Experiential Learning; *Genetics; Higher Education; Learning Strategies; Problem Solving; Science Activities; Science Education; Secondary Education; *Secondary School Science; Simulation; Statistics; Student Developed Materials; Thinking Skills; *Tutorial Programs

The Interactive Genetics Tutorial (IGT) project and the Intelligent Tutoring System for the IGT project named MENDEL supplement genetics instruction in biology courses by providing students with experience in designing, conducting, and evaluating genetics experiments. The MENDEL software is designed to: (1) simulate genetics experiments that students would face in a ``wet lab''; (2) give students advice on how to solve specific genetics problems; and (3) give problem-solving advice so that students would gradually build up a model of scientific inquiry. The MENDEL system described consists of a problem GENERATOR and expert problem SOLVER, several components of a TUTOR that carry out an hypothesis checking strategy, and several interface options of the GENERATOR component through which all of the other systems components interact with the student. Appended material includes: the definitions of terms used in MENDEL; a sample problem and the logic of the SOLVER; an example of an ideal justification in a tutoring system; and two research reports (``MENDEL: An Intelligent Computer Tutoring System for Genetics Problem-Solving, Conjecturing, and Understanding'' and ``High School Students' Problem-Solving Performance on Realistic Genetics Problems''). (KR)

ED 325 348 SE 051 684

Duckworth, Carolyn, Ed.; And Others
National Wildlife Federation, Vienna, VA.
You Can Do It!
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; Endangered Species; *Environmental Education; *Intermediate Grades; Junior High Schools; Middle Schools; Natural Resources; *Pollution; *Resource Materials; Science Education; *Wildlife
IDENTIFIERS- *Habitats

Children can often be heard asking what they can do to help wildlife and the environment. Listed in this pamphlet are materials on these topics and suggestions for projects that children can do. Topics addressed in this guide include: (1) "Giving Habitat a Hand"; (2) "Saving a Place for Wildlife"; (3) "Injured or Abandoned Wild Animals"; (4) "Endangered Species"; (5) "Your Right to Write"; (6) "Air Pollution"; (7) "Saving Energy"; (8) "Water Pollution"; (9) "Saving Water"; and (10) "Trashy Problems." In addition, a section on how to find more information on several environmental topics from local and state resources is included. (CW)

ED 325 365   SE 051 701

Goldman, Elizabeth S.; And Others

Bridging the Gap Between Theory and Practice in the Teaching of
Elementary School Mathematics.

PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; •Computer Assisted Instruction; Computers; Computer Uses in Education; Elementary Education; •Elementary School Mathematics; Experiential Learning; Higher Education; Interactive Video; •Mathematics Instruction; •Preservice Teacher Education; Student Teachers; Teacher Background; Teacher Educators; Teacher Effectiveness; Teacher Improvement; Teaching Experience; Teaching Methods; •Teaching Skills; •Videodisks; Videotape Recordings
IDENTIFIERS- •Hypercard

This paper examines the use of video-based contexts in a mathematics methods course for preservice elementary teachers. The effect of using video examples and analyses in methods courses and associated practicums on preservice teachers' field performance, preservice teachers' pedagogical content knowledge, and preservice teachers' decisions about mathematics content and teaching strategies were investigated. Included are characteristics of the subjects, procedures, discussion, and conclusions. Appended are a description of uses of video materials in mathematics education and a list of video materials. (KR)

ED 325 383 SE 051 723

Robottom, Ian, Ed.
Deakin Univ., Victoria (Australia).
Environmental Education: Practice and Possibility.
PUB DATE- 87
NOTE- 127p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Conservation Education; *Educational Improvement; *Environmental Education; Females; *Feminism; *Foreign Countries; *Futures (of Society); Inquiry; Professional Development; Science Education; Science Instruction; *Teaching Methods
IDENTIFIERS- *Australia

This collection of essays describes practices in environmental education and points to possibilities in the field. The intention is to appraise selected practices in order to prepare the ground for a consideration of alternative images of environmental education that may shape future action. The following articles are included: (1) "A Political History of Environmental Education in Australia: Snakes and Ladders" (Annette Greenall); (2) "Environmental Education and the Question of Gender: A Feminist Critique" (Giovanna Di Chiro); (3) "Learning with Environments: Towards an Ecological Paradigm for Education" (Noel Gough); (4) "Schooling and Environmental Education: Contradictions in Purpose and Practice" (Robert B. Stevenson); and (5) "Towards Inquiry-Based Professional Development in Environmental Education" (Ian Robottom). (CW)

ED 325 400 SE 051 740

McMahon, Jane

Factors Related to Successful Implementation of New Mathematics and Science Curriculum Programs in California.

PUB DATE- 89
NOTE- 288p.; Contains some light, broken print which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Effectiveness; Administrator Evaluation; *Curriculum Evaluation; Curriculum Research; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Instructional Effectiveness; Instructional Materials; Interviews; Mathematics Curriculum; *Mathematics Education; Program Effectiveness; Program Evaluation; Program Implementation; Program Validation; Questionnaires; Science Curriculum; *Science Education; Teacher Evaluation; Teamwork
IDENTIFIERS- *California

The purpose of this study was to examine similarities and differences in how schools and school districts have successfully implemented the California mathematics and science curriculum frameworks. Implementation factors include: the use of cross-role teams and implementation plans; assistance; administrative commitment and pressure; program latitude and fidelity; and teacher effort. The sample consisted of 14 elementary schools that were actively engaged in the implementation of the California mathematics and science frameworks. Methods of data collection used were interviews, questionnaires, and classroom observations. Presented in tabular form are: (1) names, characteristics, and responsibilities of district and school level cross-role teams; (2) description of the implementation plan; (3) programs and materials; (4) initial content, skills, and awareness training; (5) administrative commitment, pressure, and monitoring; (6) extent of latitude given by district; (7) evidence of fidelity of school; (8) ongoing assistance; (9) nature of external linkages; and (10) teacher effort. The major findings of this study are included. (KR)

ED 325 416 SO 030 065

Wong, Raymond E., Comp.
Mountain West Educational Equity Center, Ogden, UT.

A Self-Evaluation Guide to Title IX: Applicable Excerpts from Title IX Regulations and Civil Rights Restoration Act of 1987.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Affirmative Action; Educational Discrimination; Elementary Secondary Education; *Equal Education; *Federal Aid; *Federal Regulation; Government Role; Higher Education; Institutional Role; *Public Policy; Racial Discrimination; Sex Discrimination
IDENTIFIERS- *Civil Rights Restoration Act 1987; *Title IX Education Amendments 1972

Regional desegregation centers provide technical assistance and training to public school personnel and other government agencies in the areas of race, sex, and national origin desegregation, in order to provide all students with equitable opportunities to achieve educational excellence. This evaluation guide for Title IX Federal Regulations and the Civil Rights Restoration Act of 1987 contains those regulations developed to implement Title IX and poses questions as a means of ascertaining the current level of compliance of a school district with the regulations. Excerpts from "Part 106: Nondiscrimination on the Basis of Sex in Education Programs and Activities Receiving or Benefiting from Federal Financial Assistance." is included along with a summary of the questions to assist in ascertaining compliance with the regulation. A request form for additional assistance from the Equity Center is appended. (NL)

ED 325 541   UD 027 470

Nicolau, Siobhan; And Others
Hispanic Policy Development Project, Inc., New York, NY.
Dear Parents: In the United States...It's Our School Too.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.;
  Reader's Digest Foundation, Pleasantville, NY.
PUB DATE- Apr 90
NOTE- 25p.; For Spanish version, see UD 027 471.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Early Childhood Education; Educational Responsibility;
  Elementary Secondary Education; *Hispanic Americans; Language
  Enrichment; Parenting Skills; Parent Materials; Parent
  Responsibility; *Parent School Relationship; *Parent Student
  Relationship; Parent Teacher Cooperation; *Social Support Groups

This guidebook for Hispanic parents offers suggestions for supporting their children as they develop socially and academically. It covers various parental responsibilities such as their children's health, talking with their children, reading and listening to their children, and using the community and home as learning environments. It also suggests the different ways that parents can form partnerships with the schools, including making sure homework is finished, seeing that their children regularly visit the library, meeting with teachers and counselors regularly, and participating in the school's volunteer activities. (MYM)

ED 325 557 UD 027 635

Social Planning Council of Winnipeg (Manitoba).
Needs Assessment on Homeless Children and Youth.
PUB DATE- May 90
NOTE- 74p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Agency Cooperation; *At Risk Persons; Child Welfare; *Family Problems; Foreign Countries; *Homeless People; *Individual Characteristics; Needs Assessment; Public Agencies; Questionnaires; *Runaways; Social Agencies; Surveys; Urban Areas
IDENTIFIERS- *Canada; *Manitoba (Winnipeg)

This assessment of the needs of homeless runaway youth in Winnipeg (Manitoba, Canada) indicates the need for a cooperative intergovernmental, interdepartmental, and interagency initiative incorporating prevention, intervention and protection, and repatriation. Information was gathered from the Winnipeg Police Department, interviews with 127 runaways, and a survey of "key actors" who provide youth services. The following summary findings are reported: (1) runaways are a serious, growing problem; (2) more females run away than males; (3) most runaways are between 14 and 16 years old; (4) the average runaway starts running away when the youth is 12 years old; (5) the average runaway starts running away, there is a high likelihood that the behavior will be repeated; (6) the initial decision to run away has serious consequences on every aspect of the youth's future; (7) the runaways' home problems, including physical abuse and drug abuse, fall within the jurisdiction of one or more existing departments and agencies; and (8) running away leads to high risk behaviors on the streets. Statistical data are presented in 66 tables and 13 graphs. A 10-item bibliography, lists of the assessment committee members and the "key actors," and a copy of the survey questionnaire are appended. (FMW)

ED 325 571 UD 027 708

New York City Dept. of City Planning, N.Y.
Immigrant Entitlements Made (Relatively) Simple: A Pamphlet for Agency Workers. Second Edition.
PUB DATE- Jan 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Eligibility; Federal Programs; *Financial Support; Health Services; *Immigrants; Refugees; *Social Services; State Programs; *Unemployment Insurance; Urban Programs; *Welfare Services
IDENTIFIERS- Entitlement Programs; *New York (New York)

This guide to immigrant entitlements for New York City agencies serving immigrants reflects major changes in immigration law and entitlements law since 1985. The guide focuses on programs administered by the City of New York, but also includes information about some state and federal programs. The guide identifies the following: (1) government programs available to New York City's immigrants; (2) categories of immigrants who are eligible for benefits; (3) documents needed to prove eligibility; and (4) laws, regulations, and administrative guidelines governing each entitlement. The following financial and insurance programs are included: (1) Supplemental Security Income (SSI); (2) income maintenance programs, including Aid to Families with Dependent Children (AFDC), Home Relief, Emergency Assistance to Adults, and Emergency Assistance to Families; (3) Medicaid; (4) Food Stamps; (5) Medicare; and (6) Unemployment Insurance. The following service programs are included: (1) Special Supplemental Food Program for Women, Infants, and Children (WIC); (2) Human Resources Administration; (3) Department of Employment; (4) Department of the Aging; (5) City University of New York (CUNY); (6) Housing Authority; (7) Board of Education; (8) Health and Hospitals Corporation; (9) Department of Health; and (10) Department of Mental Health, Mental Retardation, and Alcoholism Services. A synopsis of the laws and regulations governing immigrant entitlements, a glossary, and a timeline showing the evolution of alien entitlement restrictions since 1972 are included. (FMW)

ED 325 270 RC 017 816

Finley, Paris; Kleinfeld, Judith, Ed.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
Gender Wars at John Adams High School. A Case Study. Teaching Cases
  in Cross-Cultural Education No. 6.
PUB DATE- 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Case Studies; *Conflict
  Resolution; *High Schools; *Sex Bias; Sex Discrimination; Sex
  Fairness; Student Attitudes; Student School Relationship; Teacher
  Administrator Relationship; Teacher Attitudes; Teacher Education;
  Teacher Role; Teacher Student Relationship

This case report describes a series of conflicts centering on gender issues at a large metropolitan high school. The case is accompanied by discussion questions designed to present prospective teachers with complex professional problems, asking them to interpret the situation and decide upon possible solutions. The report was written to develop teaching students' abilities to spot issues and frame problems as a new teacher in a highly factionalized school environment. The case opens with a confrontation between a senior student, Jeanne Campbell, and school vice principal Frank Leyden. According to Jeanne, Leyden told her that young women who dressed provocatively were "asking for it" when she suggested that he sponsor a rape awareness workshop. The vice principal asserts that Jeanne had misinterpreted his remarks. Austin Nickerson, a new English teacher, is asked to witness the confrontation and must make a public statement about the meeting when Jeanne's parents consider bringing suit against Leyden. Nickerson is also witness to a host of other gender-related problems involving students, faculty, and administration at the school. Questions following the case report encourage extensive discussion regarding the high school staff's responses to gender-related problems both in the school at large and in the classroom. Two exercises ask teaching students to analyze Nickerson's reading requirements and assess his classroom techniques for possible gender bias. The case is based on authentic occurrences at a large urban high school, but names and identifying details have been changed to protect confidentiality. (TES)

ED 325 434 SO 030 378

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Universal Primary Education for Girls: China.

PUB DATE- 87
NOTE- 33p.; For related documents, see SO 030 379-383.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Area Studies; Developing Nations; Educational Development; Educational Policy; Educational Research; Elementary Education; *Equal Education; *Females; Foreign Countries; Primary Education; Public Education; Tables (Data); *Womens Education; Womens Studies
IDENTIFIERS- *Asia Pacific Region; *China

Universalization of primary education (UPE) is one of the major goals of all countries in Asia and the Pacific region. The developing countries, in particular, are engaged extensively in the formulation and implementation of policies, plans, and programs aimed at making adequate and suitable opportunities for primary education available to all children as soon as possible. Lower participation rates of girls in primary education is seen as one of the main obstacles to achieving full universalization of primary education in some of the countries of the region. This volume, one of a series that provides a comparative view of the position of and progress made in UPE in six countries, focuses on China with particular reference to girls' enrollment and participation in primary education. Chapter 1 provides a background history of education in China. Chapter 2 presents proposals for strengthening public education. Chapter 3 describes several case studies of education in various locations throughout China. A summary in chapter 4 concludes the document. Four tables of significant data are provided. (DB)

ED 325 468 SP 032 711

Kilbourn, Brent
Constructive Feedback. Learning the Art: The Story of Oliver and Taylor.
PUB DATE- 90
NOTE- 121p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; *Feedback; Foreign Countries; Inservice Teacher Education; *Interaction Process Analysis; Physics; *Professional Development; Reinforcement; *Science Instruction; Secondary Education

This case study is an inquiry about feedback in the context of professional development. It tells the story of the feedback process between a teacher and his colleague as they work with a group of adolescent science students. The entire process is reported in a day-to-day description of the interaction between the two men: (1) "Beginning the Process," (2) "Feedback Overload," (3) "Different Perspectives on Success," (4) "Being Explicit about the Process," (5) "Co-operative Planning," (6) "A Crisis with the Process," (7) "A Change in Tone Contributes to Co-operation," (8) "Returning to a Former Mode of Feedback," (9) More Talk about the Process," (10) "Boundaries of Discussion," (11) "Constructive Feedback Deteriorates," (12) "Co-operative Work," and (13) "Stress of the Process." (JD)

Boser, Judith A.; Clark, Sheldon B.
Improving the Quality of Questionnaires: A Tool for Evaluators.

PUB DATE- Oct 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Evaluation Association (Washington, DC, October 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Authors; *Check Lists; Evaluation Methods; *Evaluators; Literature Reviews; *Mail Surveys; *Questionnaires; Research Design; *Researchers; *Research Methodology; Test Construction; Test Reliability
IDENTIFIERS- *Check List Desirable Characteristics Mail Surveys; Experts

A checklist of characteristics of effective mail questionnaires was developed that reflects some degree of consensus among experts in survey research and that can serve as a guide to novices designing a questionnaire. Journal and book sources of information about mail questionnaires were reviewed to yield 83 items in 7 categories that comprised the study survey. The survey was mailed to six authors of books on survey research and six experienced practitioners of survey research. Only one author failed to reply; the response rate was 92%. Detailed background information was provided by 10 of the 11 individuals who participated in this phase of the study. Eight of the 83 items were judged desirable for all mail questionnaires, possibly because of a lack of clarity in the instrument. A revised instrument was submitted to a validation panel of 10 individuals experienced in survey research as well as to 8 of the original 11 participants. Of the 64 items that a majority of the participants in the first phase of the study would usually recommend, 38 were supported by the validation panel, with 80% or higher indicating that they also would usually make the recommendation. The attached "Check List of Desirable Characteristics of Mail Surveys" is a compilation of the items usually recommended by at least 87.5% of the first group of experts and 80% of the validation panel. These results indicate that questionnaire design may be a science up to a certain point, but beyond that point it is an art. A bibliography of the 21 journal and book sources that were reviewed is provided. The survey instrument used in this study is included. (SLD)

Thompson, Bruce; Borrello, Gloria M.

Measuring Second-Order Factors Using Confirmatory Methods: A Case Study Example with the Hendrick-Hendrick Love Instrument.

PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Data Analysis; *Factor Analysis; *Graduate Students; Heuristics; Higher Education; Mathematical Models; *Measurement Techniques; *Undergraduate Students; Validity
IDENTIFIERS- *Confirmatory Factor Analysis; Hendrick Hendrick Love Instrument; *Second Order Factors

The application and utility of confirmatory second-order factor analytic methods are discussed. Factor analysis is central to concerns regarding measurement validity. Confirmatory methods are especially useful because they explicitly consider measurement error influences and because the methods are inherently theory-driven and theory-oriented. Second-order confirmatory methods, which have not been applied with great frequency in the literature, allow the researcher to explore more thoroughly a reality that may be just as complex as are other formulated models. To make the explanation of applying confirmatory second-order methods more concrete, a data set involving responses of 487 undergraduates and graduate students (representing three pooled samples from previous research studies) to the Hendrick-Hendrick love instrument was analyzed for heuristic purposes. Two tables contain data from the study. Two appendices contain seven additional tables related to the analysis. A 31-item list of references is included. (Author/SLD)

ED 325 314 SE 051 649

Virginia State Dept. of Waste Management, Richmond. Div. of Litter & Recycling.

Natural and Man-Made Objects, Level K. Teacher's Guide. Operation Waste Watch.

PUB DATE- 80
NOTE- 41p.; For related documents, see SE 051 650-656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Elementary School Science; *Environmental Education; Instructional Materials; Interdisciplinary Approach; *Kindergarten; Primary Education; Science Activities; Science Education; Science Instruction; Science Materials; *Solid Wastes; Teaching Guides; *Waste Disposal
IDENTIFIERS- *Virginia

Operation Waste Watch is a series of seven sequential learning units which addresses the subject of litter control and solid waste management. Each unit may be used in a variety of ways, depending on the needs and schedules of individual schools, and may be incorporated into various social studies, science, language arts, health, mathematics, and artistic activities. Each unit consists of a teacher's guide, filmstrip-cassette set, activity cards, test materials, duplicating masters, and a poster. This document contains the teacher's guide and activity cards for the kindergarten level unit entitled "Natural and Man-Made Objects." In this unit, students practice classification skills and learn to differentiate between natural and artificial objects in indoor and outdoor environments. They are also taught to identify litter. Twenty-two activity cards for classes are included. (CW)

ED 325 451 SP 032 671

Association for Supervision and Curriculum Development, Alexandria, Va.

Opening Doors. An Introduction to Peer Coaching. Facilitator's Manual.

PUB DATE- 89

NOTE- 65p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - General (020)

DESCRIPTORS- Collegiality; Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Peer Relationship; *Peer Teaching; *Professional Development; *Staff Development; *Tutoring

This manual supplies the written materials that accompany or supplement a video program on developing and implementing peer coaching among inservice teachers. The video program consists of two tapes, the first, or main program tape, explaining the process and giving examples, and the second supplementing the first by providing an in-depth look at the conferences highlighted in tape 1 and also showing brief segments of classroom teaching. In this manual, case studies are presented of three school districts that implemented peer coaching in their teaching staffs. A case study discussion guide is also provided. The following related articles are included: (1) "Instructional Growth through Peer Coaching" (Petra Munroe, Jack Elliott); (2) "Team Coaching: Staff Development Side by Side" (Gloria Neubert, Elizabeth Bratton); (3) "Before and After Peer Coaching" (Georgea Mohlman Sparks, Shelley Bruder); (4) "Peer Coaching: One District's Experience in Using Teachers as Staff Developers" (Diana Leggett, Sharon Hoyle); (5) "Professional Growth and Support through Peer Coaching" (Patricia Raney, Pam Robbins); (6) "Teachers Coaching Teachers" (Beverly Showers); (7) "Coaching: A Powerful Strategy for Improving Staff Development and Inservice Education" (Mid-continent Regional Educational Laboratory); (8) "Research Brief: Coaching Teachers" (Far West Laboratory); and (9) "Synthesis of Research on Staff Development for Effective Teaching" (Georgia Mohlman Sparks). (JD)

ED 325 484 TM 015 668

Frederiksen, John R.; Collins, Allan
Center for Technology in Education, New York, NY.
A Systems Approach to Educational Testing. Technical Report No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Tests; *Educational Assessment; Educational Change; Elementary Secondary Education; Outcomes of Education; Skill Development; *Student Evaluation; *Systems Approach; Test Construction; Testing Problems; *Test Validity

The validity of educational tests used as critical measures of educational outcomes within a dynamic system is discussed. Validity becomes a problem if an educational system adapts itself to the characteristics of the outcome measures. The concept of systematically valid tests is introduced; these tests induce curricular and instructional changes in education systems and learning strategy changes in students that foster the development of the cognitive traits the tests are designed to measure. Two characteristics are analyzed that contribute to or detract from a testing system's systemic validity: (1) use of direct rather than indirect cognitive assessment; and (2) the degree of subjectivity or judgment required to assign a score to represent the cognitive skill. These characteristics are then applied in developing design principles for creating systematically valid testing systems. These principles are illustrated in the design of a student assessment system that includes the means of teaching the process of assessment to system users. A list of 29 references is attached. (SLD)

Nagy, Philip
Modelling Ill-Structured Problem Solving with Schema Theory.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Oct 90
NOTE- 37p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Case Studies; Elementary Education; Foreign Countries; Outcomes of Education; *Principals; *Problem Solving; Protocol Analysis; *Schemata (Cognition); School Administration
IDENTIFIERS- Ontario

This study assesses the ability of schema theory to address ill-structured problems without becoming unwieldy. Prior to addressing the study proper, the paper reviews the literature on memory for complex phenomena, ill-structured problems, expert-novice differences, administration as problem solving, and assessment of complex learning outcomes. Study subjects included 31 elementary school principals (representing a full range of experience) recruited from six moderate to large county school boards in southern Ontario, Canada. The study design involved group discussions, fact finding, thinking aloud, and a case study review involving problem solving. The case study presented a conflict between a school staff and school librarian and involved elements of supervision, curriculum, policy, interpersonal relations, physical plant, budget and supply, and staff attitudes. The schema procedure involved construction of a collective story line, across subjects, capturing the variety of responses to the problem, including values exhibited, perspectives taken, and actions planned. Within this collective framework, individual responses to the problem can be highlighted. Results raise the question of whether these methods can be applied to assessment of outcomes of schooling including written as well as verbal student output. The case study, a narrative version of the schema, and six data tables are included. (TJH)

ED 325 542 UD 027 471

Nicolau, Siobhan; Ramos, Carmen Lydia
Hispanic Policy Development Project, Inc., New York, NY.

Queridos Padres: En Los Estados Unidos...La Escuela es Nuestra Tambien (Dear Parents: In the United States...It's Our School Too).

SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.; Reader's Digest Foundation, Pleasantville, NY.
PUB DATE- 90
NOTE- 25p.; For English version, see UD 027 470.
LANGUAGE- Spanish
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Dropout Prevention; *Early Childhood Education; Elementary Secondary Education; Family Environment; *Hispanic Americans; Language Enrichment; Parenting Skills; Parent Materials; Parent Responsibility; Parent Role; Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; *School Readiness

This guidebook for Hispanic parents advises that children's success in school may depend on the home environment during the formative years. Hispanic youth drop out of school at a rate of 40 percent; 25 percent of those who graduate are not qualified for good jobs. In Latin American countries, parents are expected to leave education to the teacher. Given the situation here, however, parents are enjoined not only to care for their children's health, but also to prepare them for school by conversing with them as much as possible, teaching them the numbers and the letters of the alphabet, and fostering an appreciation for books. When children have begun school, parents are invited to confer often with teachers and counselors, volunteer if possible, and join parent organizations. (DM)

ED 325 601 UD 027 754

Nettles, Saundra Murray; Greenberg, Brenda
Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Community Involvement and Disadvantaged Students: A Review and Annotated Bibliography. Report No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *At Risk Persons; Blacks; Case Studies; *Community Characteristics; *Community Involvement; Community Services; *Disadvantaged Youth; Dropout Prevention; Drug Use; Elementary Secondary Education; Enrichment Activities; Hispanic Americans; Incentives; Mentors; Pregnancy; *Program Effectiveness

This review examines literature on the community's role in the achievement and psychosocial outcomes of disadvantaged students. It identifies three classes of factors as pertinent: community structure, community climate, and community involvement. Community characteristics were found to have only a weak effect on achievement at the individual level. Noise and household density were found to have an adverse effect on student behavior, however. Community involvement is described here as comprising four processes: mobilization, allocation of resources, academic improvement, and conversion, or turning a student around via a powerful message. This report includes many case studies of programs and descriptions of research on program effectiveness. The types of programs discussed include dropout and pregnancy prevention, projects that link students to various community institutions, and activities that engage students in pursuits that are constructive and enriching. Research is needed to help program developers address two tough challenges: identifying effective practices from among the scores that now exist, and fostering student participation in program activities. This report includes bibliographical references, a separate annotated bibliography on community support for disadvantaged students, and a directory describing programs mentioned in the body of the report. (DM)

Abbey, Nancy; And Others
Family Life Education in Multicultural Classrooms. Practical Guidelines.
92p. 1mf. L2 ED 324 595

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Anderson, Peter B.; Thompson, Bruce
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